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School Plan

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NASHVILLE SCHOOL DISTRICT
600 N 4th

Arkansas Comprehensive School Improvement Plan

2010-2011

To provide service, support, and leadership to individual buildings as they provide service to all students.

Grade Span:

Title I: Not Applicable

School Improvement:

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Priority 1: Special Education

Goal: Reduce % of black students in special education.

Priority 2: Administrative Support

Goal: Provide service to buildings as they enhance literacy and math skills.

Priority 3: Safe and Drug Free Schools

Goal: Nashville School District will maintain a safe and drug-free environment.

Priority 4: Corrective Action

Goal: To provide resources, support, and professional development to school who are on school improvement.

Priority 5: Title III

Goal: To Provide resources, support and professional development to schools with ELL populations.

Priority 6: Leadership

Goal: Nashville Public School administrators will lead, participate in, and attend professional development that will improve the leadership skills of district and building level administrators.

Priority 1: Special Education

Priority 2: To provide administrative support through extended use of state and federal funds to increase student achievement in literacy and mathematics for all students in the Nashville School District. In the 2001-02 school year, 38.9% of special education students were black. In the 2002-03 school year, 41.46% of special education students were black. In the 2003-04 school year, 40.37% of special education students were black. In the 2004-05 school year, 36.16% of special education students were black. In the 2005-2006 school year, 32% of special education students were black. In the 2006-07 school year, 29.18% of special education students were black. The difference between the district's black student population and the advanced on the mathematics section of the ACTAAP Data shows that gender and ethnicity affect academic performance. 13.2% of the special education black population is 47.6%. The trigger value that indicates a disproportionate representation of minority students is 13.15%. This data is provided by the Arkansas Department of Education - Special Education Unit in the Focused Monitoring/ACSIP, Special Education District Data Profile.

Supporting Data:
 Supporting Data:

1. Criterion-referenced test: Primary (Grade 4) Benchmark Examination 2006, 72.9% of the combined population scored proficient or advanced in Mathematics.
2. Criterion-referenced test: Intermediate (Grade 6) Benchmark Examination 2006, 74% of the combined population scored proficient or advanced in Mathematics. 10.5% of the students scored below basic and 15% score basic. Gender and ethnicity were factors that must

be addressed with 12% of these populations scoring below basic. All students covered by IDEA scored below basic. 28% of the SES students scored below basic and basic and 30% of the African-American students scoring basic or below.

3. On our school report card, our graduation rate has increased in the past three years. Since this is included in determining "safe harbor", this is a area that we will still focus on for improvement. For the 03-04 AYP, our graduation rate was 73.9 for grades 9-12. For the 05-06 AYP, our graduation rate was 93.3%.
4. Nashville Primary students took the reading sections of the Iowa Basic Skills test in May 04 as a requirement of the AR Reading First Grant. Kindergarten scored 55%, first grade scored 62%, second grade scored 54%, and third grade scored 46%.
5. On our school report card, our attendance rate has increased for the past three years. For the 03-04 school year our attendance rate was 91%, and for the 05-06 schol year it was 96.5%. This will be an area that we will continue to focus on for improvement.

Goal Provide service to buildings as they enhance literacy and math skills.

Benchmark To meet or exceed AYP standards, by a minimum of 1%, developed by Arkansas Department of Education.

Intervention: Administrative Support/Ross, S.M., Smith L.J., Casey, J.P. (1999,June). "Bridging the Gap": The effects of the Success for all Program on achievement. School Effectiveness and School Improvement, 10(2), 129-150. Increase parental involvement/School Reform Proposals: The Research Evidence (Information Age Publishing, 2002), edited by Alex Molnar. Summer School/Bankston, C.L., & Caladas, S. J. (1997, Summer).Professional Development/Finding Time For Professional Development by Northwest Regional Education Laboratory/1998.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Title I funds will be used to hire one part time (20%) federal coordinator to oversee spending of federal funds in the district. Funds will be available to travel in and out of state for conferences, meals, fees, and registration. Funds will be available to purchase materials and supplies needed to conduct programs. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Doug Graham	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff 	Title I - Purchased Services: \$1000.00 Title I - Materials & Supplies: \$1500.00 Title I - Employee Salaries: \$18000.00 Title I - Employee Benefits: \$4500.45 <hr/> ACTION BUDGET: \$25000.45
Title I funds will be used to provide staff development and purchase materials to support training of all personnel in Nashville Public Schools. Funds will be available to travel in and out of state for conferences, meals, fees, and registration. Funds will be available to purchase materials and supplies needed to conduct in-service training. Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation	Joe Kell	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Teachers • Title Teachers 	Title I - Purchased Services: \$46378.00 <hr/> ACTION BUDGET: \$46378
Title I funds will be used to service identified Homeless students in the Nashville School District. Action Type: Equity	Joe Kell	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	Title I - Materials & Supplies: \$1000.00 <hr/>

				ACTION BUDGET: \$1000
<p>NSLA funds will be used to provide staff development to support training of all personnel in the area of student achievement. Funds will be available to travel in and out of state for conferences, meals, fees, and registration. Funds will be available to purchase materials and supplies needed to conduct training.</p> <p>Action Type: Professional Development Action Type: Program Evaluation</p>	Joe Kell	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers 	<p>NSLA (State-281) - Purchased Services: \$17532.00</p> <hr/> <p>ACTION BUDGET: \$17532</p>
<p>The Nashville School District will contract with area cooperatives to provide training for all staff members in the area of student achievement. The Nashville School will contract with specialist to train our teachers in the area of student achievement.</p> <p>Action Type: Alignment Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	Joe Kell	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers • Title Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>NSLA funds will be used for the Nashville School District to contract with the DeQueen-Mena Cooperative for Early Childhood Education.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Special Education</p>	Joe Kell	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	<p>NSLA (State-281) - Purchased Services: \$50000.00</p> <hr/> <p>ACTION BUDGET: \$50000</p>
<p>The Nashville School District supports the alternative learning programs at the building level. The ALE's will be housed on the Primary, Junior High, and 6th Street campuses and each will service 15 to 25 students in grades 3-12 at one time. Instruction will concentrate in the areas of Literacy, Math, Science, and Social Studies. Character education and behavior management will also be vital parts of this program.</p> <p>Action Type: AIP/IRI Action Type: Equity</p>	Doug Graham	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>The Nashville School District will use data from criterion reference and norm reference tests to evaluate the effectiveness of the different programs funded by State Categorical and Title funds. Documentation will be gathered by each building in the district and the data will be evaluated by teachers, parents, community leaders, administrators, and students to determine effectiveness.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education</p>	Joe Kell	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>

<p>Title VI funds will be used to provide staff development for teachers and administrators to attend professional development activities (in and out of state) that focus on increasing student achievement and providing research-based information on successful teaching techniques that can be used in all curriculum areas. Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Joe Kell</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	<p>Title VI State - Materials & Supplies: \$1500.00 Title VI State - Purchased Services: \$20000.00</p> <hr/> <p>ACTION BUDGET: \$21500</p>
<p>Title VI funds will be used to contract with outside sources to provide Target Assessments for students in grades 3-11 and data disaggregation. Target Assessments are formative assessments that will be used to improve student achievement on the Benchmark and EOC Exams. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Joe Kell</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers 	<p>Title VI State - Purchased Services: \$20000.00</p> <hr/> <p>ACTION BUDGET: \$20000</p>
<p>Title III funds will be used to provide staff development for teachers and administrators to attend professional development activities (in and out of state) that focus on increasing ELL student achievement and providing research-based information on successful teaching techniques that can be used in all curriculum areas. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Jodi Jackson</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers 	<p>Title III - Purchased Services: \$2870.00</p> <hr/> <p>ACTION BUDGET: \$2870</p>
<p>NSLA funds will be used for the purpose of purchasing technology equipment and software, and to provide professional development for teachers and administrators to enhance learning through technology. Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Joe Kell</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers 	<p>NSLA (State-281) - Materials & Supplies: \$40000.00</p> <hr/> <p>ACTION BUDGET: \$40000</p>
<p>Title I funds will be used to increase parent involvement. Parent centers will be housed at each campus. The counselor will have family kits available for parents and students which meet the needs of the individual families. The parent centers will have parenting magazines and other materials regarding responsible parenting. Parent-Teacher conferences will be held twice each school year. Action Type: Equity Action Type: Parental Engagement</p>	<p>Joe Kell</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Teachers • Title Teachers 	<p>Title I - Materials & Supplies: \$5176.00</p> <hr/> <p>ACTION BUDGET: \$5176</p>

Title I funds will be used to provide Supplemental Educational Services for our students that did not score at the proficient level on the Benchmark Exam. Funds will be used at the Elementary and Primary buildings. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Title I Schoolwide	Douglas Graham	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Performance Assessments 	Title I - Purchased Services: \$77639.00 <hr/> ACTION BUDGET: \$77639
Title VI funds will be used for the purpose of purchasing technology equipment and software, and to provide professional development for teachers and administrators to enhance learning through technology. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Joe Kell	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • Outside Consultants • Teachers 	Title VI State - Materials & Supplies: \$32671.00 <hr/> ACTION BUDGET: \$32671
Total Budget:				\$339766.45

Priority 3: The Nashville School District will provide Safe and Drug Free Schools.

- Supporting Data:
1. Increase discipline bus referrals from 2002-2004. One incident of dangerous weapon that included expulsion of student.
 2. In 2002-2003 a 10% increase in discipline and counseling referrals was evident at the primary school. Character education and character development were determined to be an area of weakness by the Primary Advisory Committee.
 3. APSCN data on student discipline showed a 5% increase in discipline referrals at Nashville Elementary. Attendance has slight decline at NES.

Goal Nashville School District will maintain a safe and drug-free environment.

Benchmark The Nashville School District report card will show a 5% improvement in student attendance and a 5% decrease in student discipline referrals.

Intervention: Drug Prevention/Character Education/Stein, Rita, etal. (2002). Connecting Character to Conduct: Helping Students do the Right Things, Washington, DC: Association for Supervision and Curriculum Development				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Establish Parent Information Center in each school with timely information on bullying, violence in schools, and drug abuse. Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation	Vanessa Keaster	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
Programs which will promote a drug free lifestyle will be used while incorporating age appropriate activities. Implement character education program "Literacy & Values". Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Vanessa Keaster	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	<hr/> ACTION BUDGET: \$

Data from APSCN, school report card and student discipline files will be disaggregated and used in planning and revising the actions and strategies. Action Type: Program Evaluation	Joe Kell	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Provide training for counselors and other staff members in character education programs. Action Type: Professional Development	Joe Kell	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
Services of a professional motivational speakers will be acquired to re-inforce a safe and drug-free school. Action Type: Collaboration Action Type: Equity	Vanessa Keaster	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: To provide support through extended use of state and federal funds to increase student achievement in literacy and mathematics for all students in the Nashville School District.

Supporting Data:

Goal To provide resources, support, and professional development to school who are on school improvement.

Benchmark All students will meet or exceed AYP standards set by the Arkansas Department of Education.

Intervention: Support Schools in meeting AYP				
Scientific Based Research: Administrative Support/Ross, S.M., Smith L.J., Casey, J.P. (1999,June). "Bridging the Gap": The effects of the Success for all Program on achievement. School Effectiveness and School Improvement, 10(2), 129-150. Increase parental involvement/School Reform Proposals: The Research Evidence (Information Age Publishing, 2002), edited by Alex Molnar. Summer School/Bankston, C.L., & Caladas, S. J. (1997, Summer).Professional Development/Finding Time For Professional Development by Northwest Regional Education Laboratory/1998.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Nashville School District will support Nashville Elementary in the actions that are being implemented to help their students meet AYP. Support will be administrative in nature and be in the form of technical assistance. Support will include the allocation of funds; providing resources for parental involvement and contact; curriculum alignment, professional development; new curriculum implementation; after school tutoring; summer school; and data disaggregation. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Doug Graham	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers 	ACTION BUDGET: \$

<p>Nashville School District will support Nashville Elementary by assisting in the organization and presentation of professional development. Professional development will concentrate on best practices and interventions to better help our students succeed.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Joe Kell</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Evaluation of success will be the student progress towards proficiency on teacher made assessments, target assessments, the Benchmark Exams, and meeting AYP.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Douglas Graham</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • Performance Assessments • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Priority 5: To provide support through extended use of Title III funds to increase student achievement in literacy and mathematics for all ELL students in the Nashville School District.

Supporting Data:

Goal To Provide resources, support and professional development to schools with ELL populations.

Benchmark All ELL students will improve in language acquisition and AYP scores in Math and Literacy.

<p>Intervention: Support Schools meeting the needs of ELL/ESL students.</p>				
<p>Scientific Based Research: Administrative Support/Ross, S.M., Smith L.J., Casey, J.P. (1999,June). "Bridging the Gap": The effects of the Success for all Program on achievement. School Effectiveness and School Improvement, 10(2), 129-150. Increase parental involvement/School Reform Proposals: The Research Evidence (Information Age Publishing, 2002), edited by Alex Molnar. Summer School/Bankston, C.L., & Caladas, S. J. (1997, Summer).Professional Development/Finding Time For Professional Development by Northwest Regional Education Laboratory/1998.</p>				
<p>Actions</p>	<p>Person Responsible</p>	<p>Timeline</p>	<p>Resources</p>	<p>Source of Funds</p>
<p>ELL and Title III funds will be used to provide staff development for teachers and administrators to attend professional development activities (in and out of state) that focus on increasing ELL student achievement and providing research-based information on successful teaching techniques that can be used in all curriculum areas.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Joe Kell</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Performance Assessments • Teachers 	<p>————— ACTION BUDGET: \$</p>

<p>Nashville School District will support all schools in the efforts to improve the language acquisition skills by training teachers in research based techniques that will address the needs of our ELL students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Joe Kell</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Evaluation of success will be the student progress towards proficiency on ELDA test. Success will also be measured by the students improvement on teacher made assessments, target assessments, the ACTAAP, and meeting AYP. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion</p>	<p>Douglas Graham</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers 	<p>————— ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>————— \$0</p>

Priority 6: To provide leadership support that will improve the leadership skills of district and building level administrators.

Supporting Data:

Goal Nashville Public School administrators will lead, participate in, and attend professional development that will improve the leadership skills of district and building level administrators.

Benchmark District and building level administrators will analyze student test data to develop strategies that will address the identified weak areas of student performance on ACTAAP tests and formative assessments given throughout the school year.

<p>Intervention: Administrators will attend professional development that will improve their leadership skills.</p>				
<p>Scientific Based Research:</p>				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Administrators will attend professional development provided by the DeQueen-Mena Coop Summer Administrators Institute that addresses fiscal management, data disaggregation, technology, and parental involvement. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion Action Type: Title I Schoolwide Action Type: Wellness</p>	<p>Joe Kell</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • Outside Consultants 	<p>————— ACTION BUDGET: \$</p>

<p>School Administrators will attend the AAEA Summer Conference in Little Rock. Topics will address best practices, improving student achievement, Smart Accountability, legal updates, technology, improving student engagement, and proven strategies that improve student performance. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion</p>	<p>Douglas Graham</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Outside Consultants 	<p>ACTION BUDGET: \$</p>
<p>District leadership team will attend meetings throughout the school year with the State Specialty Team at the DeQueen-Mena Coop. Strategies that are being implemented to help our students meet AYP will be the main topic of discussion. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	<p>Douglas Graham</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>District Administrators will act as a resource for building level administrators, academic facilitators, and teachers to help meet the needs of all students in our district. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide Action Type: Wellness</p>	<p>Douglas Graham</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Community Leaders • Computers • District Staff • Outside Consultants • Teachers • Title Teachers 	<p>ACTION BUDGET: \$</p>
<p>Total Budget:</p>				<p>\$0</p>

Planning Team

Classification	Name	Position	Committee
Community Representative	Dr. Glenn Lance	member	Steering
District-Level Professional	Daryl McJunkins	member	Steering
District-Level Professional	Doug Graham	Member	Steering
District-Level Professional	Joe Kell	Chairperson	Steering
District-Level Professional	Tina Conzel	member	Steering
Non-Classroom Professional Staff	Norma Martin	member	Steering
Non-Classroom Professional Staff	Vanessa Keaster	member	Steering
Principal	Latito Williams	Member	Steering
Principal	Rick Rebsamen	Member	Steering
Principal	Shirley Wright	member	Steering

Principal

Tate Gordon

member

Steering



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School Plan

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NASHVILLE HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2010-2011

The mission of the Nashville High School is for the students, faculty, staff, and community to provide an environment that promotes academic, social and emotional welfare for all students regardless of race, sex, socio-economic background, or academic performance level. Nashville High School exists to prepare our students to succeed as adults in a changing society.

Grade Span: 10-12

Title I: Not Applicable

School Improvement: A

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Priority 1: Improve math skills

Goal: To improve students' mathematical problem solving skills and enable them to respond to open-response items.

Priority 2: Students will improve their reading and writing skills.

Goal: All NHS students will improve their reading and writing skills across the curriculum and will improve on the 11th grade literacy exam.

Priority 3: Special Education

Goal: Reduce the percentage of African-American students in special education.

Priority 4: Priority 4: Wellness

Goal: To improve the nutritional education and physical fitness of students, staff members, and parents so that they will develop lifelong health habits.

Priority 5: Leadership

Goal: NHS administrators will receive required in-service in instructional leadership, fiscal management, disaggregating data, parent involvement, and technology.

Priority 1: All NHS Students will improve their mathematics skills.

Supporting
Data:

1. According to the 2009-2010 AYP report, improvement was shown in five groups. Improvement was shown in the following groups: Combined Population 76.1%, African-American 69%, Economically Disadvantaged 73.2%, Caucasian 83.6% and Hispanic 66.7% on the Geometry EOC exam. Although we did not have enough African-American or Hispanic students to be considered a subpopulation in 2007-2008, 45% of African-American students and 56% of Hispanic students scored proficient or advanced. In 2007-08, 61% of economically disadvantaged students scored proficient or advanced on Geometry EOC exam. Geometry exams. In 2008-09, 58.6% of our economically disadvantaged students scored proficient or advanced on the Algebra I and Geometry EOC exam. Although we did not have enough African-American or Hispanic students to be considered a subpopulation, 37% of African-American students and 47.4% of Hispanic students scored proficient or advanced.

2. NHS students scored comparable to the state average on the ACT mathematics and slightly below the national average. The graduating class of 2010 averaged 20.3 in mathematics. This is compared to 19.9 for the state and 21.0 for the nation. When analyzed by subgroup, African-American students averaged 17.9 and Hispanic students averaged 18.6. The graduating class of 2008 averaged 19.9 in mathematics. This is compared to 20.1 for the state and 21.0 for the nation. When analyzed by subgroup, African-American students averaged 17.7 and Hispanic students averaged 21.0. The graduating class of 2009 averaged 20.1 in mathematics. This is compared to 20.1 for the state and 21.0 for the nation. When analyzed by subgroup, African-American students averaged 17.5 and Hispanic students averaged 21.4.
3. NHS students show a weakness in the areas of triangles, measurement, as well as coordinate geometry and transformations. On the Geometry EOC exam, students had the greatest difficulty on open responses in all areas.
4. According to the NHS School Report Card disseminated by ADE, the following percent of students graduated from NHS over the past three years. In 2007-08, the graduation rate at NHS was 92.3%. In 2008-09, as well as 2009-2010, NHS met graduation standards according to the ADE report.

Goal To improve students' mathematical problem solving skills and enable them to respond to open-response items.

Benchmark To meet the Adequate Yearly Progress (AYP) as defined by the State on the End-of-Course Geometry exam and demonstrate proficiency on American Diploma Project Algebra II End-of-Course exam.

Intervention: Develop and implement a NCTM standards and Arkansas state frameworks based curriculum;				
Scientific Based Research: Payne, Ruby, Framework for Understanding Poverty; online resource: http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/26/60/ec.pdf ; Relationship Between Professional Development, Teachers' Instructional Practices, and the Achievement of Students in Science and Mathematics. By: Huffman, Douglas; Thomas, Kelli; Lawrenz, Frances. School Science & Mathematics, Dec2003, Vol. 103 Issue 8, p378, 10p, 6 charts; An Exploration of Change in Teacher's Beliefs and Practices during Implementation of Mathematics Standards. Brosnan, Patricia A.; And Others; Ohio State Univ., Columbus., 1994 - available online at http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/27/3b/a4.pdf ; A Report on Advances in Secondary Mathematics Curriculum Development in the United States and Imminent New Directions: Core-Plus Mathematics as a Case Study. Ziebarth, Steven W., 2003 - available online at: http://www.eric.ed.gov/ERICDocs/data/ericdocs2/content_storage_01/0000000b/80/28/07/92.pdf				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Each math teacher writes a Professional Growth Plan (PGP) that focuses on improving mathematics instruction. The focus is on EOC test items in Geometry and Algebra II courses and on math frameworks. Each teacher documents professional development activities, teaching strategies, administered formative EOC test items, and sample student works in each math teacher's PGP notebook. The PGP for upper level math teachers focuses on improvement of ACT mathematics scores. Action Type: Professional Development Action Type: Program Evaluation	Kim Slayton	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
Each mathematics teacher develops lesson plans that are aligned to the Arkansas frameworks. The framework numbers are recorded on lesson plans. Geometry, Algebra II, and Pre-Cal/Trig teachers use the Total Instructional Alignment (TIA) document developed by the DeQueen-Mena Coop. TIA numbers are the same as the framework numbers in mathematics and are recorded on the teachers' lesson plans. A copy of each lesson plan is filed on the NHS server. Action Type: Alignment	Kim Slayton	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Math teachers attend in-service activities that focus on math pedagogy, increasing student achievement, and EOC testing. Through our collaboration with local universities and educational cooperatives, math teachers are sent to any appropriate training offered by these	Kim Slayton	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Outside 	ACTION BUDGET: \$

institutes. Action Type: Alignment Action Type: Equity Action Type: Professional Development			Consultants	
Each teacher researches and reviews Benchmark and EOC released items. Teachers will use released items or items of their own development to administer to their students. Math teachers are expected to use as many EOC formatted formative assessments as necessary to get their students prepared for the EOC tests. . Action Type: Professional Development Action Type: Program Evaluation	Allyson Tollett	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> • Performance Assessments 	ACTION BUDGET: \$
NHS will hold one seminar in the spring to inform the parents of senior students about financial aid for college. Newsletters and informational letters are disseminated throughout the year. Action Type: Parental Engagement	Kelli Webb	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Amy Bearden is the parent coordinator at NHS. She provided inservice to the faculty at NHS in the required two hours of inservice in parent involvement on August 10, 2010. NHS has a parent center that houses parenting magazines and other materials regarding responsible parenting. Parents are able to access not only these resources, but also a computer lab. The lab is open for parents, students, and community members upon request. Action Type: Parental Engagement	Norma Martin/Kelli Webb/Amy Bearden	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> • Computers • District Staff • School Library 	ACTION BUDGET: \$
Nashville High School sponsors two parent/teacher conferences and one open house each year. Action Type: Parental Engagement	Tate Gordon	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
NHS will submit a notice to the local newspapers honoring parents who attended parent-teacher conferences. Action Type: Parental Engagement	Amy Bearden	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
The mathematics committee chairman will meet with the math department each month to assure that the frameworks are being covered according to our TIA documents for each course, analyze data and discuss testing issues. Action Type: Alignment Action Type: Program Evaluation	Allyson Tollett	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
The math facilitator will work with the faculty to help create math open response items teachers can use in their discipline, as needed. Action Type: Professional Development	Kim Slayton/Allyson Tollett	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
NHS requires supplemental services (i.e. Math Lab) for students who do not score proficient or advanced on the Algebra I (given at junior high) and Geometry EOC examinations. Students stay in the Math Lab for one semester. Students are given an assessment, developed by the Math Lab teacher, to determine if they have reached proficiency. Math Lab is taught by a certified mathematics teacher.	Allyson Tollett	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	ACTION BUDGET: \$

Action Type: Program Evaluation				
Student Academic Improvement Plans (AIP) are completed for each student who is not proficient on the Algebra I or Geometry EOC tests. These AIP's are completed by the Math Lab teacher. The instructor works to make sure that all AIP's are used in the student's supplemental math class and are signed by a parent. When necessary, a parent may meet with the teachers to discuss modifications/suggestions that need to be made to the AIP. Action Type: AIP/IRI Action Type: Parental Engagement	Allyson Tollett	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
Through the University of Arkansas—Cossatot Campus, we offer 32 concurrent college hours at NHS. Action Type: Collaboration	Tate Gordon	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
The 10-12 math facilitator will attend inservices provided by the Arkansas Department of Education throughout the year concerning EOC Geometry and EOC Algebra 2 testing. Action Type: Professional Development	Allyson Tollett	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> • Outside Consultants 	ACTION BUDGET: \$
The 10-12 math facilitator will give the student summary report to the students who scored proficient or advanced on the EOC Algebra I or Geometry test to take home and share with their families. This will allow communication between the math facilitator, math teachers, and parents as to the advancement in the students' mathematics skills on EOC tests. Action Type: Parental Engagement	Allyson Tollett	Start: 06/01/2010 End: 05/30/2011		ACTION BUDGET: \$
NHS will employ a lead math teacher as a math facilitator for one period a day during one semester. She will work with teachers to implement math skills across curriculum areas. Action Type: Collaboration Action Type: Program Evaluation Action Type: Title I Schoolwide	Allyson Tollett	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> • Computers • Teachers 	NSLA (State-281) - Employee Benefits: \$1240.00 NSLA (State-281) - Employee Salaries: \$4950.00 <hr/> ACTION BUDGET: \$6190
Total Budget:				\$6190

Intervention: Offer several forms of remediation/tutoring for students in mathematics				
Scientific Based Research: Educational Leadership; Apr97, Vol. 54 Issue 7, p46, 2p, 2c.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
NHS offers after-school tutoring for those needing assistance in math and for ACT preparation 2 times per week during the school year as requested by students. Action Type: AIP/IRI Action Type: Equity	Kelli Webb and Allyson Tollett	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> • Teachers 	NSLA (State-281) - Employee Benefits: \$2000.00 NSLA (State-281) - Employee Salaries: \$8000.00

				ACTION BUDGET: \$10000
NHS offers a two week ACT preparation program in mathematics each summer. Action Type: Equity	Holly Couch	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$10000
Intervention: Nashville High School offers Advanced Placement Calculus AB.				
Scientific Based Research: Research Link / http://apcentral.collegeboard.com/colleges/research/0,3060,154-181-0-2014,00.html				
Actions	Person Responsible	Timeline	Resources	Source of Funds
An NHS Teacher/Curriculum committee will review AP test scores, EOC Algebra I and EOC Geometry scores from the previous year. Modifications and additional actions will be discussed after the test scores are analyzed. Action Type: Program Evaluation	Allyson Tollett	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: All NHS students will improve their Literacy Skills.

Supporting Data:

- In the 2009-2010 school profile report, the percentages of students scoring proficient or advanced are as follows: 60.2% of our 11th graders 52.9% of our Economically Disadvantaged 38.5% of our African American population 33.3% of our Limited English Proficient 27.3% of our Students with Disabilities. According to the 2008-2009 school profile report, the percentages of students scoring proficient or advanced are as follows: 63.3% of 11th graders 56.9% of Economically Disadvantaged 25.9 of African-American population 0% of our Limited English Proficient 25% of Students with Disabilities. According to the 2007-2008 school profile report, the percentages of students scoring proficient or advanced are as follows: 57% of 11th graders 37.3% of our Economically Disadvantaged 48% of our African-American population 0% of our Limited English Proficient 5.9% of our Students with Disabilities. The data reveals that we are beginning to move in the right direction with the subpopulation of Economically Disadvantaged. We are slowly gaining ground with our African-American subpopulation. Our students with disabilities also continue to improve. In each of these school years, there were not enough Hispanic students to be considered as a subpopulation.
- According to the NHS School Report Card disseminated by ADE, the following percent of students graduated from Nashville High School over the past three years. In 2007-2008, the graduation rate was 92.3%. NHS met graduation standards for 2008-2009, as well as 2009-2010, according to the ADE report.
- According to recent test data, NHS students averaged near the state and national average in English and reading on the ACT. The class of 2010 scored 20 in English as compared to the state average of 20.1 and the national average of 20.5. They also scored 19.5 in reading as compared to the state average of 20.6 and the national average of 21.3. The average ACT score for African-Americans in English was 15.7 and 16.7 in reading. The average ACT score for Hispanics was 18.8 in English and 18.4 in reading. The class of 2009 scored 19.1 in English as compared to the state average of 20.6 and the national average of 20.6. In reading, the class of 2009 scored 19.8 as compared to the state average of 21.0 and the national average of 21.4. The average ACT composite score for African-American students was 14.6 and the composite for NHS Hispanic students was 17.5. The class of 2008 scored 18.9 in English as compared to the state average of 20.7 and the national average of 20.6. In reading, the class of 2008 scored 19.1 as compared to the state average of 21.0 and the national average of 21.4. The average ACT score for African-American students in English was 16.0 and 16.7 in reading. The average score for Hispanics was 16.8 in English and 17.6 in reading. The data shows our Hispanic population is increasing their scores yearly, while the African American population stays consistent as does our total population score.
- According to data extracted from the results of the 2010 11th grade Literacy examination, NHS students show the greatest weakness in the Reading portion of the exam, particularly in the multiple-choice area. According to the data, NHS students need to focus on tone, inferences and general comprehension. Overall, NHS students are strongest on the writing section of the exam. Their weaknesses in

writing are in the content and style areas. Mechanics, Usage, and Sentence Formation are a strength for NHS students.

Goal All NHS students will improve their reading and writing skills across the curriculum and will improve on the 11th grade literacy exam.

Benchmark To meet Adequate Yearly Progress (AYP) as defined by the State on the 11th grade Literacy exam.

Intervention: Implement a Literacy-Across-the-Curriculum Program				
Scientific Based Research: SREB Research - Literacy Across the Curriculum; SREB Research Setting and Implementing Goals for Grades Six through 12; SREB Research - Using Data to Improve Students' Literacy Achievement; SREB Research - What School Principals Need to Know about Curriculum and Instruction; Brain-Based Learning - Eric Jensen; "Opening our eyes to the power of technology" - Maria Monaco Reading Today Volume 26 No. 3 Dec 08/Jan 09				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers write a Professional Growth Plan (PGP) that focuses on improving literacy. Action Type: Alignment Action Type: Professional Development	Kim Slayton	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> Computers Performance Assessments Teachers 	ACTION BUDGET: \$
Each English teacher develops lesson plans that are aligned to the Arkansas language arts frameworks. The framework numbers are recorded on the lesson plans. *10th and 11th grade English teachers will use the TIA (Total Instructional Alignment) document to develop lesson plans. *Goals and objectives are listed in each classroom daily. *A copy of each lesson plan is filed electronically in the principal's office. *English Language Arts teachers use the Holt, Rhinehart, and Winston texts that include technology lessons and correlations to the Arkansas ELA frameworks. Action Type: Alignment	Kim Slayton	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
* English teachers are expected to use at least six EOL released items and develop as many EOL formatted items as necessary prepare students for the EOL test. Copies of assessments are documented in the PGP notebook. * Content teachers are committed to developing and administering at least three EOL formatted prompts each semester. Copies of assessments are documented in the PGP notebook. Action Type: Alignment Action Type: Program Evaluation	Vickie Beene and Kim Slayton	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	ACTION BUDGET: \$
The English department will meet periodically to discuss literacy needs, ideas, and suggestions for improving literacy at NHS. Data from Target Tests will also be reviewed. Action Type: Collaboration	Vickie Beene and Kim Slayton	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
English teachers attend in-service that focuses on English pedagogy, increasing student achievement, and EOL testing. *NHS will provide the opportunity for teachers to attend the Arkansas Reading Conference held in Little Rock, Arkansas in November. * The Literacy Coach will attend inservices provided by the Arkansas Department of Education throughout the year concerning the EOL Exam. Currently, the Literacy Coach is on the ELA Rangefinding Advisory Committee and ELA Writing Item Review for the ADE. * Our Professional Library has been updated and are available to any staff member. * The entire faculty meets the first Wednesday of each month for one hour after school to work on PGP/ACSIP plans. These meetings cover a number of topics including what is	Vickie Beene, Tate Gordon, and Kim Slayton	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$

<p>working and what is not, sharing of research and data, sharing of sample EOL items, and administering required surveys. The communication in these meetings has been invaluable to the success of our plan. *In-services or individual help will be given, as needed, to teachers in scoring of reading and writing prompts. *Four teachers will attend the ARTESOL (Arkansas Teachers of English to speakers of other Languages)convention in Springdale, AR in October. * We are committed to getting the appropriate training to all our faculty which will enable them to help students improve their literacy skills. Action Type: Alignment Action Type: Professional Development</p>				
<p>To promote parental engagement, NHS will: *Maintain a parent center in the school office that houses parenting magazines and materials. *sponsor two parent-teacher conferences and one open house yearly. *submit a notice to local newspapers honoring parents who attended scheduled parent-teacher conferences. *provide resources, pamphlets, brochures, etc. to parents through a booth at the Howard County Fair in September. Action Type: Parental Engagement</p>	<p>Kelly Webb and Amy Bearden</p>	<p>Start: 06/01/2010 End: 05/30/2011</p>	<ul style="list-style-type: none"> • Community Leaders • Teachers 	<p>ACTION BUDGET: \$</p>
<p>NHS will employ an English teacher as Literacy Coach for one period a day. She will work with all teachers to implement reading and writing skills across all curriculum areas and disaggregate data for teacher use. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development</p>	<p>Vickie Beene and Tate Gordon</p>	<p>Start: 06/01/2010 End: 05/30/2011</p>	<ul style="list-style-type: none"> • District Staff • Teachers 	<p>NSLA (State-281) - \$1240.00 Employee Benefits: NSLA (State-281) - \$4950.00 Employee Salaries: <hr/> ACTION BUDGET: \$6190</p>
<p>NHS uses Target Testing from the DeQueen-Mena Co-Op. Sophomores and juniors are tested three to four times during the semester they are enrolled in English. Data is used to drive instruction. Action Type: Alignment Action Type: Equity Action Type: Technology Inclusion</p>	<p>Vickie Beene and Tate Gordon</p>	<p>Start: 06/01/2010 End: 05/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>NHS has implemented and Stop and Read time for all students daily. Action Type: Collaboration</p>	<p>Vickie Beene and Tate Gordon</p>	<p>Start: 06/01/2010 End: 05/30/2011</p>	<ul style="list-style-type: none"> • School Library • Teachers 	<p>NSLA (State-281) - \$5000.00 Materials & Supplies: <hr/> ACTION BUDGET: \$5000</p>
<p>The literacy coach will work with struggling students in small groups or individually to increase their literacy skills. These students will be chosen by test scores and teach recommendation. All ESL students will be placed in a small group environment for 10th and 11th grade English. Action Type: AIP/IRI</p>	<p>Vickie Beene and Marla Stewart</p>	<p>Start: 06/01/2010 End: 05/30/2011</p>	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>

NHS will employ a literacy coach and history teacher whom will work together to intergrate english in the history classroom and to work on EOC items to improve student achievement.	Tate Gordon	Start: 09/21/2009 End: 05/21/2010		NSLA (State-281) - Employee \$99000.00 Salaries: NSLA (State-281) - Employee \$24850.00 Benefits: <hr/> ACTION BUDGET: \$123850
NHS will employ a certified teacher to teach a test preparation class that all 11th grade students will be required to take. The class will focus on EOC and literacy skills.	Tate Gordon	Start: 09/21/2009 End: 05/21/2010		NSLA (State-281) - Employee \$6263.00 Benefits: NSLA (State-281) - Employee \$25062.00 Salaries: <hr/> ACTION BUDGET: \$31325
Total Budget:				\$166365

Intervention: NHS will offer a Supplemental Plan / ACT preparation program.

Scientific Based Research: Beyond Class Time, Beth M. Miller, Educational Leadership, April 2001, Volume 58, Number 7.

Actions	Person Responsible	Timeline	Resources	Source of Funds
The Weaver Reading Program was purchased for use in our junior level Test Prep Class. This class will meet 90 minutes daily for 9 weeks and will address test taking strategies and study skills. Action Type: Alignment Action Type: Technology Inclusion	Paul Ernest	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> Computers Outside Consultants Teachers 	<hr/> ACTION BUDGET: \$
NHS will offer a two week ACT preparation program in English and Reading during the summer. Action Type: Equity	Holly Couch	Start: 06/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> District Staff Teachers 	<hr/> ACTION BUDGET: \$
Student AIP's are completed on each student who did not score proficient on the EOL 11th Grade Literacy Test. The senior English teacher will make sure all AIP's are complete and signed by a parent. When needed, a parent may hold a conference with the teachers and discuss any modifications that need to be made to the AIP. Action Type: AIP/IRI Action Type: Parental Engagement Action Type: Special Education	Holly Couch	Start: 06/01/2010 End: 05/30/2011		<hr/> ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Nashville High School will continue to offer Advanced Placement courses in the Humanities				
Scientific Based Research: Research Link/http://apcentral.collegeboard.com/colleges/research/0,3060,154-181-0-2014,00.html				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All NHS English teachers have attended the AP English training. Action Type: Professional Development	Vickie Beene	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> • Outside Consultants 	ACTION BUDGET: \$
NHS will offer AP Prep English for 10th and 11th grade students and AP English for 12th grade students. Action Type: Alignment	Tate Gordon and Kelly Webb	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> • Teachers 	ACTION BUDGET: \$
* Through the University of Arkansas—Cossatot Campus, we offer 32 concurrent college hours at NHS. Action Type: Collaboration	Tate Gordon and Kelly Webb	Start: 06/01/2010 End: 05/30/2011	<ul style="list-style-type: none"> • Outside Consultants 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Special Education

Supporting Data: 1. In the 2001-02 school year, 38.92% of special education students were black. In the 2002-03 school year, 41.46% of special education students were black. In the 2003-04 school year, 40.37% of special education students were black. In the 2004-05 school year, 36.16% of special education students were black. In the 2005-2006 school year, 32% of special education students were black. In the 2006-07 school year, 29.18% of special education students were black. In the 2007-2008 school year, 30.18% of special education students were black. The difference between the district's black student population and the special education black population is 5.93%. The trigger value that indicates a disproportionate representation of minority students is 13.152%. This data is provided by the Arkansas Department of Education – Special Education Unit in the Focused Monitoring/ACSIIP Special Education District Data Profile.

Goal Reduce the percentage of African-American students in special education.

Benchmark By the end of the 2010-11 school year, the difference between African American students in special education and general education will be maintained at the current percentage or reduced at the district level. Citations: Kohler,P and Reese,J.(2005, September 20) JEDI : A powerful force in Arkansas schools. Counterpoint, LRP Publications. West Palm Beach, FL Snyder, N.(2005, March 1). IDEA '04 brings changes in early intervention, prevention. The ASHA Leader,pp 1, 28-29 Closing the achievement gap: Principals for improving the educational success of all students. ERIC Digest. Nem York, NY: ERIC Clearinghouse on Urban Education.

Intervention:				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
ACTIONS: Maintain the established pre-referral process for consideration of special education services. Implementing the RTI procedures involves collecting specific data for the students experiencing academic difficulties. This data includes vision and hearing screenings, classroom observation, parent information, performance on standardized test, interventions attempted,ect. The RTI Team will convene to examine the data, review the concerns, discuss possible early interventions services, and make recommendations. Early intervention services may include Project JEDI; My Reading Coach; After School Tutoring; and/or School Based Mental Health services. Following a period of implementation of early intervention services, a conference will be held to determine whether early intervention services have been successful, whether additional early intervention services should be attempted, or whether special education referral is appropriate. Evaluation will be based on the reduction of the number of students	Tate Gordon	Start: 08/21/2009 End: 05/29/2010		ACTION BUDGET: \$

referred to special education.				
Schedule all special education students who do not score proficient or advanced on their previous literacy ACTAAP test into the Lit Lab. The Lit Lab allows students to practice skills in their deficit areas. The software used in the Lit Lab maintains a record of student progress that can be used as the evaluation tool of this strategy.	Tate Gordon	Start: 08/21/2009 End: 05/29/2010		ACTION BUDGET: \$
Offer after-school tutoring in English and Math. This tutoring opportunity will allow students to address deficit areas with a certified teacher. Test data from the 2010-2011 basic skills battery will be used to evaluate student progress.	Tate Gordon	Start: 08/20/2009 End: 05/27/2010		ACTION BUDGET: \$
"My Reading Coach" software will be employed to provide individualized instruction to targeted struggling readers. This software addresses the 5 basic reading components. This software guarantees success in improving reading skills for students participating in the 60-hour process. Administrators and teachers will assist in the selection of 10th-12th grade students to participate in this program. The "My Reading Coach" software includes assessments to monitor student progress.	Jennifer Beavert	Start: 09/21/2009 End: 05/21/2010		ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: Priority 4: To improve nutritional education and physical fitness.

- Supporting Data:
- In 2003-2004, the BMI classification was identified by males and females. The 10th grade had 66 males tested. 54.5% were normal or underweight. 45.4 were at risk or overweight. 77 - 10th grade females were tested and 59.1% were normal. 40.8% were at risk or overweight. In the 11th grade, 49 males were tested and 55.1% were normal. 44.8% were at risk or overweight. 44 - 11th grade females were tested and 66.6% were normal. 33.3% were at risk or overweight. 44 - 12th grade males were tested and 79.5% were normal. 20.4% were at risk or overweight. 12th grade females were tested and out of 40- 65.0% tested normal. 35.0% tested at risk or overweight.
 - In 2004-2005, the BMI classification was identified by males and females. 10th grade tested 64 males. 48.5% were healthy. 21.9% were at risk and 29.7% were overweight. 51- 10th grade females were tested. 66.7% were healthy. 11.8% were at risk with 21.6% being overweight. 57- 11th grade males were tested. 43.9% were healthy. 21.1 were at risk and 35.1 tested overweight. 58 - 11th grade females were tested. 63.8% were healthy, 12.1% were at risk. 24.1% were overweight. 12th grade tested 49 males. 55.1% were healthy, 12.2% were at risk and 32.7% were overweight. 12th grade tested 47 females. 76.6% were healthy, 12.8% were at risk and 10.6% were overweight.
 - 2005-2006 Not Available. School and District Reports were generated when at least 20% of enrolled students had a valid BMI assessment.
 - In 2007-2008, the BMI classification was identified by males and females. 10th grade males were 62.5% healthy or underweight. 37.5% were at risk for overweight or overweight. 10th grade females were 75.0% healthy or underweight. 25.0% were at risk for overweight or overweight.

Goal To improve the nutritional education and physical fitness of students, staff members, and parents so that they will develop lifelong health habits.

Benchmark To show an increase in the 2009-2010 BMI results indicating healthier lifestyles are being practiced.

Intervention: Encourage activities and interventions that will improve nutrition and physical fitness.				
Scientific Based Research: Scientific Based Research Buchanan. (October, 2005) "Getting to Wellness: Food, Fitness, and Learning for Life-What Your School Can Do".				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Promote awareness of nutrition and physical activity throughout the curriculum. Special attention will be given in health, science, and family and consumer science classes on food and the food pyramid, the human body, and activities for healthier lifestyles. Action Type: Alignment Action Type: Equity Action Type: Schoolwide Action Type: Special Education	Tate Gordon	Start: 08/21/2009 End: 05/29/2010	<ul style="list-style-type: none"> District Staff Teachers Teaching Aids Title Teachers 	ACTION BUDGET: \$

Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide Action Type: Wellness				
Appoint a certified teacher to represent the building on the District Wellness Advisory Committee. Action Type: Equity Action Type: Schoolwide Action Type: Special Education Action Type: Wellness Action Type: Equity Action Type: Special Education Action Type: Title I Schoolwide Action Type: Wellness	Tate Gordon	Start: 08/21/2009 End: 05/29/2010	<ul style="list-style-type: none"> District Staff Teachers Title Teachers 	ACTION BUDGET: \$
Follow the Arkansas Physical Education and Health Education Frameworks in grades 10- 12. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Wellness Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Wellness	Tate Gordon	Start: 08/21/2009 End: 05/29/2010	<ul style="list-style-type: none"> District Staff Teachers Title Teachers 	ACTION BUDGET: \$
Prohibit food and beverages as rewards for academic, classroom, or sports performance. Action Type: Wellness Action Type: Wellness	Tate Gordon	Start: 08/21/2009 End: 05/29/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Assure students that drinking water will be sold in the vending machines. Students will be taught that 8 glasses of water a day are important to the body and brain. Action Type: Wellness Action Type: Wellness	Tate Gordon	Start: 08/21/2009 End: 05/29/2010	<ul style="list-style-type: none"> District Staff Teachers 	ACTION BUDGET: \$
Provide a nutritional breakfast and lunch to all student in grades 10-12. Action Type: Wellness Action Type: Wellness	Tate Gordon	Start: 08/21/2009 End: 05/29/2010	<ul style="list-style-type: none"> District Staff 	ACTION BUDGET: \$
Restrict students access to vending machines in the school environment. Action Type: Wellness Action Type: Wellness	Tate Gordon	Start: 08/21/2009 End: 05/29/2010	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
The school nurses will evaluate and update wellness priorities. BMI data received will be reviewed and incorporated into plan. Action Type: Program Evaluation Action Type: Wellness	Tate Gordon	Start: 08/26/2009 End: 05/29/2010	<ul style="list-style-type: none"> Computers District Staff Teachers 	ACTION BUDGET: \$
Nashville High School will continue to utilize the school nurse to maintain student health/wellness via daily student interactions. The nurse will also provide training and information for the wellness of all students to students, parents, teachers, and administration. Action Type: Parental Engagement Action Type: Wellness	Mary Gammil	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Title Teachers 	NSLA (State-281) - \$5462.50 Employee Benefits: NSLA (State-281) - \$21850.00

				Employee Salaries:
				ACTION BUDGET: \$27312.5
The counselor will purchase academic awards for students making the honor roll at NHS.	Kelli Webb	Start: 08/12/2009 End: 05/21/2010		Title VI State - Materials & Supplies: \$1000.00 ACTION BUDGET: \$1000
NHS will continue to present a drug awarness program for red ribbon week.	Kelli Webb	Start: 09/21/2009 End: 05/21/2010		ACTION BUDGET: \$
The guidance counselor will purchase supplies for drug awarness and character education.	Kelli Webb	Start: 09/21/2009 End: 05/21/2010		Title VI State - Materials & Supplies: \$750.00 ACTION BUDGET: \$750
The counselor will continue the implementation of a character education program to insure a positive, safe, and drug free school environment and will purchase drug free awarness supplies.	Kelly Webb	Start: 09/21/2009 End: 05/21/2010		Title IV-A - Materials & Supplies: \$2100.00 ACTION BUDGET: \$2100
Total Budget:				\$31162.5

Priority 5: NHS administrators will attend training to improve student achievement.

Supporting Data:

Goal NHS administrators will receive required in-service in instructional leadership, fiscal management, disaggregating data, parent involvement, and technology.

Benchmark To show improvement in student achievement and teacher instruction

Intervention: NHS administrators will attend summer in-service and provide teacher in-service.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
NHS administrators will attend the Administartor's Institute at DeGray Lodge.	Tate Gordon	Start: 09/21/2009 End: 05/21/2010		ACTION BUDGET: \$
NHS Administrators will attend the AAEA conference in Little Rock.	Tate Gordon	Start: 09/21/2009 End:		ACTION BUDGET: \$

		05/21/2010	
NHS administrators will hold monthly faculty meetings.	Tate Gordon	Start: 09/21/2009 End: 05/21/2010	ACTION BUDGET: \$
NHS administration will provide staff development including parental involvement and teachers will attend pathwise mentor training at the DeQueen Mena co-op.	Tate Gordon	Start: 09/21/2009 End: 05/21/2010	PD (State-223) - Purchased Services: \$25000.00 ACTION BUDGET: \$25000
The Nashville school district will purchase technology to enhance learning and teacher instruction.	Tate Gordon	Start: 06/01/2010 End: 05/30/2011	Title VI State - Materials & Supplies: \$2000.00 ACTION BUDGET: \$2000
Total Budget:			\$27000

Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Aleshia Erwin	Member	Mathematics
Classroom Teacher	Allyson Tollett	Member	Mathematics
Classroom Teacher	Amy Bearden	Member	Literacy
Classroom Teacher	Anita Stuckey	Member	Mathematics
Classroom Teacher	Brian Bearden	Member	Mathematics
Classroom Teacher	Christie Hanney	Member	Mathematics
Classroom Teacher	David Schwope	Member	Literacy
Classroom Teacher	Debb Propps	teacher	Math
Classroom Teacher	Doyle Green	Member	Mathematics
Classroom Teacher	Drew Tollett	Member	Mathematics
Classroom Teacher	Fran Strawn	Member	Literacy
Classroom Teacher	Freddie Horne	Member	Literacy
Classroom Teacher	Holly Couch	Member	Literacy
Classroom Teacher	Jennifer Beavert	Member	Mathematics
Classroom Teacher	Jodi Jackson	Member	Mathematics
Classroom Teacher	John Robert Schirmer	Member	Literacy
Classroom Teacher	Judy Jones	Member	Literacy
Classroom Teacher	Katherine Schwope	Member	Mathematics
Classroom Teacher	Kim Newton	Member	Mathematics
Classroom Teacher	Kyle Jackson	Member	Mathematics
Classroom Teacher	Lisa Wesson	Member	Literacy
Classroom Teacher	Marla Stewart	Member	Literacy
Classroom Teacher	Michael Herron	Member	Mathematics

Classroom Teacher	Pat Clingan	Member	Literacy
Classroom Teacher	Patricia Stinson	Member	Literacy
Classroom Teacher	Paul Ernest	teacher	literacy
Classroom Teacher	Sara Beth Herron	Member	Mathematics
Classroom Teacher	Scott Hathcoat	Member	Mathematics
Classroom Teacher	Scott Horne	Member	Mathematics
Classroom Teacher	Sharon Horne	Member	Literacy
Classroom Teacher	Shawn Steuart-Dale	Member	Literacy
Classroom Teacher	Susan Renfrow	Member	Mathematics
Classroom Teacher	Tammie VanScyoc	Member	Literacy
Classroom Teacher	Terri McJunkins	Member	Literacy
Classroom Teacher	Tina Arter	Member	Mathematics
Classroom Teacher	Vickie Beene	Chairperson/Steering	Literacy
Community Representative	Anna Blase	Member	Literacy
Community Representative	Charles Green	Member	Literacy
Non-Classroom Professional Staff	Cleo Chesshir	Member	Mathematics
Non-Classroom Professional Staff	Kelli Webb	Member/Steering	Mathematics
Non-Classroom Professional Staff	Kelly Davis	Member	Literacy
Non-Classroom Professional Staff	Kim Slayton	Chairperson	Steering
Non-Classroom Professional Staff	Mashcelle Whitmore	Member	Literacy
Non-Classroom Professional Staff	Norma Martin	Member/Steering	Literacy
Principal	Tate Gordon	Member	Steering



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School Plan

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NASHVILLE JUNIOR HIGH SCHOOL

Arkansas Comprehensive School Improvement Plan

2010-2011

Our mission at Nashville Junior High School is to provide continuity from elementary to high school in a climate that enhances the academic, physical, and social well-being of every student.

Grade Span: 7-9

Title I: Not Applicable

School Improvement: SI_2

Table of Contents

Priority 1: Mathematics

Goal: To improve students' mathematical problem solving skills and ability to respond to open-response items.

Priority 2: Special Education

Goal: Maintain or reduce the percentage of African American students in special education.

Priority 3: Literacy

Goal: To improve reading comprehension and writing skills throughout the curriculum.

Priority 4: Wellness

Goal: To improve students nutrition and physical activity and to promote general wellness

Priority 5: Leadership

Goal: The NJHS faculty and administration will structure programs and provide professional development designed to foster student achievement.

Priority 1: To improve mathematics skills.

Supporting
Data:

1. On the 2008 Benchmark Exam: 46% of the combined population scored below proficient. The subgroup percentages below proficient were as follows: 63% of African Americans, 57% of Hispanics, 38% of Caucasians, 54% of Free and/or Reduced Lunch Students, 100% of LEP, and 100% of IEP Students. The lowest area(s) for combined population were Numbers and Operations Open Response and Measurement Open-Response. On the 2008 SAT 10 Norm-referenced test: 44% of the combined population scored below the 50th percentile. The subgroup percentages below the 50th percentile were as follows: 70% of African Americans, 64% of Hispanics, 33% of Caucasians, 59% of Socio Economic Deprived, 100% of LEP, and 88% of IEP Students.
2. In 2009, the overall status for math is "Alert". The following sub-populations met status in math: Combined (64.6%) and Caucasian (73.5%). None of our sub-populations met safe harbor in math. The following sub-populations met growth: Combined (52.9%), and Caucasian. The sub-populations that did not meet at least one of the three AYP categories that determine school AYP status are as follows: African American (43.5%) and Economic Dis. (53.1%). We did not have an LEP or IEP sub-population equal to or greater than

- forty students.
- In 2010, the overall status for math is "Met Standards". The following sub-populations met status in math: Combined (72.6%), Hispanic (64.8%), and Caucasian (78.6%). The following sub-populations met safe harbor in math: Combined, African American (56.9%), Hispanic, Caucasian, and Economic Dis (63.4%). The following sub-populations met growth: Combined, Hispanic, and Caucasian. There were not any sub-populations that did not meet at least one of the three AYP categories that determine school AYP status. We did not have an LEP or IEP sub-population equal to or greater than forty students.
 - Discipline referrals and attendance records support the need for interventions with the subgroups.

Goal To improve students' mathematical problem solving skills and ability to respond to open-response items.

Benchmark By the end of the 2010-2011 school year, students will meet AYP of 73.41% as outlined by the Arkansas Department of Education on the Augmented Benchmark and EOC Algebra and Geometry exams.

Intervention: Develop and implement a National Council of Teachers of Mathematics standards and Arkansas state frameworks based curriculum of mathematics using Smart Step, NCTM guidelines; "A Report on Advances in Secondary Mathematics Curriculum Development in the United States and Imminent New Directions: Core-Plus Mathematics as a Case Study, ERIC Digest", ERIC Identifier: ED473653, Publication Date: 2003-01-07, Author: Ziebarth, Steven W., Source: Level: 1. "Resource Guide to Mathematics Curriculum Materials for High Ability Learners, Grades K-8, ERIC Digest", ERIC Identifier: ED485924, Publication Date: 2004-00-00, Source: Center for Gifted Education, Williamsburg, VA. "The Achievement Gap In Mathematics: A Significant Problem For African American Students, ERIC Digest", ERIC Identifier: ED492139, Publication Date: 2006-07-19, Authors: Johnson, Clarence; Kritsonis, William, Source: Online Submission.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will attend staff development activities that focus on math pedagogy and increasing student achievement and will be provided research-based information on successful math teaching techniques that can be used in all curriculum areas. Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Tackett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers 	PD (State-223) - Purchased \$9000.00 Services: <hr/> ACTION BUDGET: \$9000
Each teacher, on the math committee, will create and administer open response math items and math performance tasks. Teachers will administer these items and adjust their instruction to the need of their students. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Tollett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	<hr/> ACTION BUDGET: \$
Each teacher will research and review Benchmark and End of Level sample test items. Teachers will expose his/her students to these types of problems by creating their own questions related to their subject area and administering the questions to their students and adjust their instruction to the needs of their students. Action Type: AIP/IRI Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Tackett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers School Library Teachers 	<hr/> ACTION BUDGET: \$

<p>Nashville Junior High will include parents within the curriculum committee. Parents will be given the opportunity to provide insight into improving mathematics education at NJHS. Parents will also be given the opportunity to serve as volunteers within the classroom and other school activities. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Tackett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<hr/> ACTION BUDGET: \$
<p>The Alternative Learning Environment will maintain sufficient staff to run its programs. It will have as its goal to increase attendance of at-risk students and to successfully transition students back into the student general population. Parent conferences will be required for placement in the program and parents will be in frequent communication with the school. The placement conference will include the principal, counselor, teachers, parents, and other appropriate personnel in order to make good decisions about what services will be available while in the A.L.E. Regular conferences will take place and if student makes significant academic and/or behavioral progress while in the A.L.E., the student may be exited from the program. Action Type: AIP/IRI Action Type: Parental Engagement</p>	Williams	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Community Leaders • Teachers 	<hr/> NSLA (State-281) - Employee Benefits: \$3037.50 NSLA (State-281) - Employee Salaries: \$15470.00 ALE (State-275) - Employee Benefits: \$8928.00 ALE (State-275) - Employee Salaries: \$31935.00 <hr/> ACTION BUDGET: \$59370.5
<p>Nashville Junior High School will use its lead math teacher as a Math Coach. He will work with other teachers across all curriculums to integrate math into their subject areas. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development</p>	John Mark Tollett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Teaching Aids 	<hr/> NSLA (State-281) - Employee Salaries: \$4950.00 NSLA (State-281) - Employee Benefits: \$1240.00 <hr/> ACTION BUDGET: \$6190
<p>Professional development that addresses best practices for teaching/working with at-risk students will be provided in June 2011. This inservice will be provided by the DeQueen-Mena Educational Cooperative. Action Type: Professional Development</p>	Tackett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	<hr/> ACTION BUDGET: \$
<p>Teachers will attend vertical alignment meetings that include teachers grades 7 thru 12. Curriculum alignment that includes aligning lesson plans to the Total Instruction Alignment document will be the driving force behind all</p>	Tackett	Start: 07/01/2010 End:	<ul style="list-style-type: none"> • Administrative Staff 	<hr/> ACTION BUDGET: \$

alignment activities. Action Type: Alignment Action Type: Professional Development		06/30/2011	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	
NJHS will provide a pull-out remediation during school time for student test score improvement. Students will be chosen by previous test scores and teacher recommendations. Action Type: AIP/IRI Action Type: Collaboration	Tackett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers 	ACTION BUDGET: \$
Total Budget:				\$74560.5

Intervention: Nashville Junior High School will continue it's partnership with Learning4Today in conjunction with the 21st Century Community Learning Grant. This partnership allows us to offer an after school mathematics tutoring program. The JEdI supplemental services program will be available for use either in the computer lab or via home access; NCTM, U.S. Department of Education, "Supporting Student Success: A Governor's Guide to Extra Learning Opportunities, ERID Digest" ERIC Identifier: ED489230; Publication Date: 2005-00-00; Author: Wright, Elisabeth; Source: National Governors Association.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
The after school tutoring program will provide supplemental services for students four days a week from 3:15 - 5:15 & academic enrichment at least one (1) weekend day per month. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement	Marshall	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers 	ACTION BUDGET: \$
Summer school will be offered in June of 2011. Curriculum will center around benchmark release items. Assessments will contain benchmark type questions. Action Type: Alignment Action Type: Equity	Williams	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
Continue to utilize the Skills Tutor software (Project JEdI) to supplement instructional strategies for reading and math. Software will identify specific deficit areas for each student and will assist in tutoring all students that scored Basic or Below Basic on the previous year Benchmark Exams.. The program contains a tutorial component to remediate the student's deficit skill. The student is then able to practice the skill and progress is measured with a posttest. The program is web-based for easy accessibility in the educational setting as well as at home. Students will be able to complete assigned modules in the classroom, computer lab, and after-school tutoring. Software will evaluate student performance and periodic reporting will provide monitoring of student progress. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Tackett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teachers • Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 2: Special Education

Supporting Data:

1. In the 2002-03 school year, 41.46% of special education students were black. In the 2003-04 school year, 40.37% of special education students were black. In the 2004-05 school year, 36.16% of special education students were black. In the 2005-2006 school year, 32% of special education students were black. In the 2006-07 school year, 29.18% of special education students were black. In the 2007-08 school year, 30.18% of special education students were black. In the 2008-09 school year, 28.91% of special education students were black. In the 2009-10 school year 26.79% of special education students were black. The Nashville School District has reduced the number of special education students who are black by 14.67% since the 2002-03 school year. The difference between the district's black student population and the special education black population is 4.14%. The trigger value that indicates a disproportionate representation of minority students is 13.152%. This data is provided by the Arkansas Department of Education – Special Education Unit in the Focused Monitoring/ACSIP Special Education District Data Profile.

Goal Maintain or reduce the percentage of African American students in special education.

Benchmark By the end of the 2010-11 school year, the difference between African American students in special education and general education will be maintained at the current percentage or reduced at the district level.

Intervention: Disproportionality Reduction /				
Scientific Based Research: Kohler, P. and Reese, J. (2005, September 20) JEdI: A powerful force in Arkansas schools. Counterpoint, LRP Publications. West Palm Beach, FL Snyder, N. (2005, March 1). IDEA '04 brings changes in early intervention, prevention. The ASHA Leader, pp. 1, 28-29. Closing the achievement gap: Principles for improving the educational success of all students. ERIC Digest. New York, NY: ERIC Clearinghouse on Urban Education.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Maintain the established pre-referral process for consideration of special education services. Implementing the RTI procedures involves collecting specific data for the student experiencing academic difficulties. This data includes vision and hearing screenings, classroom observation, parent information, performance on standardized tests, interventions attempted, etc. The RTI Team will convene to examine the data, review the concerns, discuss possible early intervention services, and make recommendations. Early intervention services may include Project JEdI; My Reading Coach; After School Tutoring; and/or School Based Mental Health services. Following a period of implementation of early intervention services, a conference will be held to determine whether early intervention services have been successful, whether additional early intervention services should be attempted, or whether special education referral is appropriate. Evaluation will be based on the reduction of the number of students referred to special education. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Daryl McJunkins	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Computers District Staff Outside Consultants Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Continue to utilize the Skills Tutor software (Project JEdI) to supplement instructional strategies for reading and math. Software will identify specific deficit areas for each student. The program contains a tutorial component to remediate the student's deficit skill. The student is then able to practice the skill and progress is measured with a posttest. The program is web-based for easy accessibility in the educational setting as well as at home. Students will be able to complete assigned modules in the classroom, computer lab, and after-school tutoring. Software will evaluate student performance and periodic reporting will provide monitoring of student progress. Action Type: AIP/IRI Action Type: Collaboration	Patsy Young	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Computers Outside Consultants Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$

Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion				
The after school tutoring program will provide supplemental services for students four days a week from 3:20 - 5:20 & academic enrichment at least one (1) weekend day per month. This tutoring opportunity will allow students to address deficit areas with a certified teacher. Test data from the 2010-11 basic skills battery will be used to evaluate student progress. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Williams	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers 	ACTION BUDGET: \$
Summer school will be offered in June of 2011. Curriculum will focus on benchmark release items to address academic improvement plans. Evaluation will reflect benchmark assessments related to the students areas of deficiency to determine student progress. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Williams	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Performance Assessments • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: To Improve Literacy Skills

1. On the 2008 Benchmark Exam: 46% of the combined population scored below proficient. The subgroup percentages below proficient were as follows: 59% of African Americans, 52% of Hispanics, 40% of Caucasians, 54% of Free and/or Reduced Lunch Students, 100% of LEP, and 100% of IEP Students. The lowest area(s) for combined population were Literacy, Content, and Practical Open-Response. On the 2008 Norm-referenced test, in Reading: 53% of the combined population scored at or below the 50th percentile. The subgroup percentages below the 50th percentile were as follows: 70% of African Americans, 71% of Hispanics, 44% of Caucasians, 65% of Socio Economic Deprived, 100% of LEP, and 100% of IEP Students. The lowest area(s) for combined population was. On the 2008 SAT 10 Norm-referenced test, in Language: 61% of the combined population scored at or below the 50th percentile. The subgroup percentages below the 50th percentile were as follows: 87% of African Americans, 79% of Hispanics, 50% of Caucasians, 51% of Socio Economic Deprived, 100% of LEP, and 94% of IEP Students.
2. In 2009, the overall status for literacy is "School Improvement Year 1". The following sub-population met status in literacy: Caucasian (65.1%). The following sub-populations met safe harbor in literacy: African American (50.0%). The following sub-population met growth: Caucasian. The sub-populations that did not meet at least one of the three AYP categories that determine school AYP status are as follows: Combined (58.9%) and Economic Dis.(50.0%). We did not have an LEP, Hispanic, or IEP sub-population equal to or greater than forty students.
3. In 2010, the overall status for literacy is "School Improvement Year 2". The following sub-populations met status in literacy: Combined (68.7%)and Caucasian (73.5%). The following sub-populations met safe harbor in literacy: Combined, Caucasian, and Economic Dis (58.3%). The following sub-populations met growth: Combined and Caucasian. The one sub-population that did not meet at least one of the three AYP categories that determine school AYP status is as follows: African American (50.8%). We did not have an LEP, Hispanic, or IEP sub-population equal to or greater than forty students.
4. Discipline referrals and attendance records support the need for interventions with the subgroups.

Goal To improve reading comprehension and writing skills throughout the curriculum.

Benchmark By the end of the 2010-2011 school year all students will meet AYP of 75.70%, as outlined by the Arkansas Department of Education, on the Augmented Benchmark Exam.

Intervention: Implement a Writing-Across-the-Curriculum Program and techniques from Step Up to Writing; "Studies in Teaching: 2005 Research Digest. Research Projects Presented at Annual Research Forum (Winston-Salem, North Carolina, December 7, 2005), ERIC Digest", ERIC Identifier: ED492773,

Publication Date: 2005-12-07, Authors: McCoy, Leah P., Ed., Source: Online Submission, Winston-Salem, NC. Moje, E. (2006). Motivating texts, motivating contexts, motivating adolescents: An examination of the role of motivation in adolescent literacy practices and development.

Scientific Based Research:

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Teachers will research and review 6th, 7th, and 8th grade Augmented Benchmark Literacy tests. The teachers will implement these concepts within the classroom by developing like questions related to their subject area and administering these questions to the students. Action Type: AIP/IRI Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>	Tackett	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Teachers will develop and administer reading and writing items specific to their subject content. These items will be in a format similar to those found on the Benchmark Literacy tests. Teachers will then use the results to evaluate the needs of their students. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>	Tackett	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Nashville Junior High School will include parents within the curriculum committee. Parents will also be encouraged to volunteer within the classroom and other NJHS activities. Parent involvement evenings will be scheduled to keep parents informed of what is being asked of their students at school. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Tackett	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Teachers will attend staff development activities that focus on literacy skills and increasing student achievement and will be provided research-based information on successful literacy teaching techniques that can be used in all curriculum areas. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Professional Development</p>	Tammy Alexander	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Teachers 	<p>PD (State-223) - Purchased \$9000.00 Services: ACTION BUDGET: \$9000</p>
<p>Nashville Junior High School will provide training that includes best practices, legal updates, and effective strategies to best serve the needs of all ELL students. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	Jodi Jackson	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Teachers 	<p>ACTION BUDGET: \$</p>
<p>The Alternative Learning Environment will maintain sufficient staff to run its programs. It will have as its goal to increase attendance of at-risk students and to successfully transition students back into the student general</p>	Williams	<p>Start: 07/01/2010 End:</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>NSLA (State-281) - \$3037.50 Employee</p>

<p>population. Parent conferences will be required for placement in the program and parents will be in frequent communication with the school. The placement conference will include the principal, counselor, teachers, parents, and other appropriate personnel in order to make good decisions about what services will be available while in the A.L.E. Regular conferences will take place and if student makes significant academic and/or behavioral progress while in the A.L.E., the student may be exited from the program. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement</p>		06/30/2011	<ul style="list-style-type: none"> • Teachers 	<p>Benefits: NSLA (State-281) - \$15470.00 Employee Salaries: ALE (State-275) - \$8928.00 Employee Benefits: ALE (State-275) - \$31935.00 Employee Salaries:</p> <hr/> <p>ACTION BUDGET: \$59370.5</p>
<p>Teachers will attend vertical alignment meetings that include teachers grades 7 thru 12. Curriculum alignment that includes aligning lesson plans to the Total Instruction Alignment document will be the driving force behind all alignment activities. Action Type: Alignment Action Type: Professional Development</p>	Tackett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	<hr/> <p>ACTION BUDGET: \$</p>
<p>NJHS will provide a pull-out remediation during school time for student test score improvement. Students will be chosen by previous test scores and teacher recommendations. Action Type: AIP/IRI Action Type: Collaboration</p>	Purnell	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Computers • Performance Assessments • Teachers • Teaching Aids 	<hr/> <p>ACTION BUDGET: \$</p>
<p>Nashville Junior High School will provide bilingual personnel to best serve the needs of all ELL students. Action Type: Equity Action Type: Parental Engagement</p>	Tackett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers • Teaching Aids 	<p>ELL (State-276) - \$15370.00 Employee Salaries: ELL (State-276) - \$5140.75 Employee Benefits:</p> <hr/> <p>ACTION BUDGET: \$20510.75</p>
Total Budget:				\$88881.25

Intervention: A partnership will be continued with Learning4Today and Nashville Junior High School to maintain the 21st Century Community Learning Grant. This partnership allows us to offer an after school mathematics tutoring program. The JEdI supplemental services program will be available for use either in the computer lab or via home access; U.S. Department of Education, "A New Day Begins After School: With surveys indicating overwhelming recognition by educators and communities of the value of after-school programs, after-school is no longer an afterthought." Volume 82, Number 5;

Publication Date: 2003-May/June; Author: Rinehart, Jen; Source: Principal, Beyond the Bell.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Continue to utilize the Skills Tutor software (Project JEdI) to supplement instructional strategies for reading and math. Software will identify specific deficit areas for each student and will assist in tutoring all students that scored Basic or Below Basic on the previous year Benchmark Exams.. The program contains a tutorial component to remediate the student's deficit skill. The student is then able to practice the skill and progress is measured with a posttest. The program is web-based for easy accessibility in the educational setting as well as at home. Students will be able to complete assigned modules in the classroom, computer lab, and after-school tutoring. Software will evaluate student performance and periodic reporting will provide monitoring of student progress. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Special Education	Tackett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • School Library • Teachers • Teaching Aids 	ACTION BUDGET: \$
The after school tutoring program will provide supplemental services for students four days a week from 3:15 - 5:15 & academic enrichment at least one (1) weekend day per month. Action Type: Alignment Action Type: Equity Action Type: Parental Engagement	Marshall	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Summer school will be offered during June of 2011. Curriculum will center around math and English benchmark release items. Assessments will contain benchmark type questions. Action Type: Alignment Action Type: Equity	Williams	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: Nashville Junior High School recognizes each child as a unique individual. Our goal is to help every child develop the skills to become responsible citizens.

- Supporting Data:
1. In 2005-2006, BMI results for Nashville Junior High School indicated that 40% of the male student population was at risk of being overweight or were overweight. This is a decrease of 4% indicated from the 2004-2005 BMI screening. In 2005-2006, BMI results for Nashville Junior High School indicated that 35% of the female student population was at risk of being overweight or were overweight. This is a decrease of 7% indicated from the 2004-2005 BMI screening.
 2. In 2006-2007, BMI results for Nashville Junior High School indicated that 39.4% of the male student population was at risk of being overweight or were overweight. This is a decrease of .6% indicated from the 2005-2006 BMI screening. In 2006-2007, BMI results for Nashville Junior High School indicated that 26.8% of the female student population was at risk of being overweight or were overweight. This is a decrease of 8.2% indicated from the 2005-2006 BMI screening.
 3. The 2006-2007 School Health Index results related that students do not receive 150 minutes of physical activity per week.
 4. As related by the Arkansas Governor's Initiative Healthy Arkansas, 55.3% of Arkansans failed to meet recommendations for moderate or vigorous activity. (<http://www.arkansas.gov/ha/physical>)

Goal To improve students nutrition and physical activity and to promote general wellness

Benchmark Healthier BMI results will be evident by June 30, 2011. There will be an improvement in the 2010-2011 BMI results indicating healthier lifestyles are being practiced. The BMI results for the 09-10 school year were not valid because less than 20% of all students were assessed.

Intervention: Nashville Junior High School will encourage strategies and activities that encourage a non-sedentary and drug/alcohol-free lifestyle.				
Scientific Based Research: "Let's Get Physical-Promotion and Education Strategies." Author: Wechsler, Dr. Hal; Source: http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Encourage participation in extracurricular program that supports physical activity, i.e. football, basketball, baseball, track and field, marching band, and cheerleading. Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness	Deb Tackett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Nashville Junior High School will offer 150 minutes of physical activity per week. All students participate in the scheduled daily 15 minute activity period. Action Type: Equity Action Type: Wellness	Corbell	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games. Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Deb Wallis	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Encourage development and participation in family oriented, community-based physical activity program. Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Deb Wallis	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Wellness committee will meet regularly to evaluate and update wellness priorities. BMI data received will be reviewed and incorporated into plan. Action Type: Equity Action Type: Program Evaluation Action Type: Wellness	Deb Tackett	Start: 08/26/2009 End: 05/29/2010	<ul style="list-style-type: none"> Computers District Staff Teachers 	ACTION BUDGET: \$
Nashville Junior High School will continue to utilize the school nurse to maintain student health/wellness via daily student interactions. The nurse will also provide training and information for the wellness of all students to students, parents, teachers, and administration. Action Type: Parental Engagement Action Type: Wellness	Mary Gammil	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers 	NSLA (State-281) - Employee Salaries: \$21850.00 NSLA (State-281) - Employee Benefits: \$5462.50 <hr/> ACTION BUDGET: \$27312.5
NJHS will have a Parental Engagement booth, which will be displayed at various school and community events throughout the year. This booth will be presented in conjunction with the Primary, Elementary, and High School.	Deb Wallis	Start: 07/01/2010 End:	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$

It will provide the patrons and parents of our community with information and literature on NCLB, Benchmarks, parenting skills, and contact information for the school. The information will be provided in both English and Spanish. Action Type: Parental Engagement Action Type: Wellness		06/30/2011		
Title IV funds will be used by the school counselor to work with parents, community, and students to promote a safe and drug free school. Action Type: Parental Engagement Action Type: Wellness	Deb Wallis	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Community Leaders 	Title IV-A - Materials & Supplies: \$2100.00 ACTION BUDGET: \$2100
Nashville Junior High will implement character education that will utilize motivational speakers, creative programs, word-of-the-month, and special events centering around a researched based curriculum containing drug abuse and bullying information. Action Type: Parental Engagement Action Type: Wellness	Deb Wallis	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Outside Consultants 	ACTION BUDGET: \$
NJHS parent facilitator will work with parents through the parent center to provide them with tools such as family kits, parenting books and materials, and the process for resolving parental concerns. NJHS will also provide parents with tips in literature form that will encourage responsible parenting and ensure their child's success. NJHS will have two parent-teacher conferences each year and will honor all of the parents that attend both conferences. Action Type: Parental Engagement Action Type: Wellness	Deb Wallis	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
NJHS will continue to provide materials that are directly targeted at providing drug and alcohol prevention. Action Type: Parental Engagement Action Type: Wellness	Deb Wallis	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • Teachers 	Title VI State - Materials & Supplies: \$750.00 ACTION BUDGET: \$750
Title IV funds will be used by the school counselor for academic awards for honor roll students. Action Type: Wellness	Wallis	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff 	Title VI State - Materials & Supplies: \$1000.00 ACTION BUDGET: \$1000
Total Budget:				\$31162.5

Priority 5: To provide continuity from elementary to high school in a climate that enhances the academic, physical, and social well-being of every student. Our goal is to provide the resources necessary for all students to be successful.

Supporting Data:

Goal The NJHS faculty and administration will structure programs and provide professional development designed to foster student achievement. Classroom teachers and administration will readily have resources available that will assist in identifying specific weak areas for each student that is tested on the ACTAAP exam. Teachers will work to get all sub-populations to either meet or exceed the current year's AYP. Teachers will receive at least 60 hours of annual professional development.

Intervention: NJHS will use data from criterion reference and norm reference tests to evaluate the effectiveness of the different programs funded by ALE, NSLA, ELL, and Professional Development funds. Data will be gathered and evaluated by teachers, parents, community leaders, administrators, and students to determine effectiveness. Documentation will be kept by the building administration and counselor.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Each teacher will develop lesson plans that are aligned to the state SLEs. Respective framework number(s) will be recorded and mapped using curriculum mapping techniques. Lesson plans will be reviewed by the building administration. Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Special Education	Tackett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Professional development that addresses best practices for teaching/working with at-risk students will be provided in June 2011. This inservice will be provided by the DeQueen-Mena Educational Cooperative. Action Type: Professional Development	Tackett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
NJHS will use data from criterion reference, norm reference tests, and teacher committee recommendations to evaluate the effectiveness of academic programs. Data will be gathered and evaluated to determine effectiveness. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation	Tackett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders District Staff Performance Assessments Teachers 	ACTION BUDGET: \$
CWT (Classroom Walkthrough Technology) will be utilized by administrators in observing teaching strategies and & identifying areas for professional development opportunities. Action Type: Alignment Action Type: Collaboration Action Type: Technology Inclusion	Tackett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
Nashville Junior High School will provide training that includes best practices, legal updates, and effective strategies to best serve the needs of all ELL students. Action Type: AIP/IRI Action Type: Collaboration	Jodi Jackson	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$

Action Type: Equity Action Type: Parental Engagement				
Administrators will receive training on data desegregation, parental involvement, Smart Accountability, technology, and fiscal management at the annual Lake DeGray Administrator's Retreat sponsored by the DeQueen-Mena Educational Cooperative. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion	John Ponder	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Central Office • District Staff • Outside Consultants • Performance Assessments 	ACTION BUDGET: \$
Professional development for Instructional Facilitator Training for math and literacy lead teachers. This inservice will be provided by the DeQueen-Mena Educational Cooperative. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development	John Ponder	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
Professional development that addresses Pathwise Mentoring Training will be provided by the DeQueen-Mena Educational Cooperative. Action Type: Alignment Action Type: Professional Development	John Ponder	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers • Teaching Aids 	ACTION BUDGET: \$
Administrators will receive training on data desegregation, parental involvement, Smart Accountability, technology, and fiscal management at the annual Arkansas Association of Educational Administrators conference in Little Rock, AR. Action Type: Alignment Action Type: Parental Engagement Action Type: Professional Development	Tackett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Performance Assessments 	ACTION BUDGET: \$
Total Budget:				\$0

Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Ace Howard	English	Literacy
Classroom Teacher	April Stavelly	English	Literacy
Classroom Teacher	Ashley Riggs	English	Literacy
Classroom Teacher	Barb Peeples	Special Education	Special Education
Classroom Teacher	Becky Parnell	Careers	Math
Classroom Teacher	Brenda Galliher	Math	Math
Classroom Teacher	Buster Bonner	Physical Education	Wellness
Classroom Teacher	Carol Hendrix	Science	Math
Classroom Teacher	Connie Castleberry	Social Studies	Literacy
Classroom Teacher	Frank Puryear	Social Studies	Literacy
Classroom Teacher	Holli Dunson	English	Literacy

Classroom Teacher	Hollis Hughes	Art	Math
Classroom Teacher	Jennifer Gordon	Business	Math
Classroom Teacher	John Tollett	Math Teacher/Chair	Mathematics/Steering
Classroom Teacher	Johnny Wilson	Math	Math
Classroom Teacher	Karen Dawson	Business	Literacy
Classroom Teacher	Katie Corbell	Health	Wellness
Classroom Teacher	Kim Conant	Business	Math
Classroom Teacher	Kyle Slayton	Drivers Education	Wellness
Classroom Teacher	Lisa Anderson	Science	Math
Classroom Teacher	Mandy Stone	Math	Math
Classroom Teacher	Mark Propps	Social Studies	Wellness
Classroom Teacher	Michael Howard	Science/Math	Math
Classroom Teacher	Patsy Young	Special Education	Special Education
Classroom Teacher	Rick Baker	Physical Education	Wellness
Classroom Teacher	Ron Alexander	Physical Education	Wellness
Classroom Teacher	Sandra Stanley	Special Education	Special Education
Classroom Teacher	Shirley Blakely	Library	Literacy
Classroom Teacher	Stacy Purnell	Social Studies	Literacy
Classroom Teacher	Tammy Alexander	English Teacher/Chair	Literacy/Steering
Classroom Teacher	Tammy Elliott	FACS	Math
Classroom Teacher	Ted Green	Physical Education	Wellness
Classroom Teacher	Virgil Hellums	Science	Math
District-Level Professional	Jodi Jackson	ESL Coordinator	Literacy
District-Level Professional	John Ponder	Co-op Director	Steering
District-Level Professional	Tina Conzel	Food Services Director	Wellness
Non-Classroom Professional Staff	Celestina Medina	Paraprofessional	Literacy
Non-Classroom Professional Staff	Deb Marshall	After School Tutoring Coordinator	Literacy
Non-Classroom Professional Staff	Deb Wallis	Counselor	Literacy
Non-Classroom Professional Staff	Ernest Muhammad	Paraprofessional	Math
Parent	Rick Copeland		Math
Principal	Deb Tackett	Principal	Steering
Principal	Latito Williams	Assistant Principal	Steering



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School Plan

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NASHVILLE ELEMENTARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2010-2011

Nashville Elementary School will provide the opportunity for all students to be proficient in literacy and mathematics while working with parents, staff, and community to develop respectful, resourceful, responsible and successful citizens.

Grade Span: 4-6

Title I: Title I Schoolwide

School Improvement: SI_M

Table of Contents

Priority 1: Literacy

Goal: Students will improve in literacy. A Smart Accountability Team/Shared Leadership Team was implemented at Nashville Elementary School to address AYP test scores. The team will discuss and implement strategies to improve test scores and student achievement.

Priority 2: Special Education

Goal: Reduce the percentage of black students in special education.

Priority 3: Mathematics

Goal: Students will improve in mathematics. A Smart Accountability Team/Shared Leadership committee was implemented to address AYP. This committee consists of trained and experienced teachers and administrators who work together for a common goal of meeting the needs of our students and the goals of our school.

Priority 4: Wellness

Goal: School Wellness activities will create a healthy school environment that supports consistent health, nutrition, and physical activity messages to students and community.

Priority 5: Corrective Action

Goal: Insure that all students meet AYP

Priority 6: Title III

Goal: Insure that all ELL/LEP students at Nashville Elementary School meet AYP.

Priority 7: Leadership

Goal: NES Aministration will provide professional development and structure programs to enhance student achievement.

Priority 1: Students will improve in Literacy.

Supporting Data: 1. Three year analysis of Benchmark Examination Literacy Passage and Writing Domain Performance for Nashville Elementary 4th grade combined population. Looking at the three year trend supplied by the NORMES research, content passage reading in the Literacy section

of the Benchmark Examination has been the lowest achievement area. The open-response is lower than the multiple-choice in the content passage section. Grade Four Literacy All Students 2007-52% 2008-65.5% 2009-68.9% 2010-86.0% Grade Four African American Literacy 2007-33.3% 2008-58.3% 2009-51.6% 2010- 81% Grade four Hispanic Literacy 2007-31.3% 2008-40% 2009-52.2% 2010-83% Grade Four White Literacy 2007-62.7% 2010-90% 2008-77% 2009-78.7%

2. Three year analysis of Benchmark Examination Literacy Passage and Writing Domain Performance for Nashville Elementary 5th grade combined population Grade Five Literacy Proficient All Scores 2007-59% 2008-59.9% 2009-49.6% 2010-85% Grade Five African American Literacy 2007-41.4% 2008-48% 2009-29.7% 2010-68% Grade Five Hispanic Literacy 2007-27.8% 2008-57.1% 2009-26.3% 2010%-84% Grade Five White Students 2007-70.3% 2008-63.5% 2009-66.7% 2010-84%
3. Three year analysis of Benchmark Examination Literacy Passage and Writing Domain Performance for Nashville Elementary 6th grade combined population Grade Six Literacy All Students 2007-38.2% 2008-62.5% 2009-59.2% 2010-55% Grade Six African American 2007-22.5% 2008-48.3% 2009-35.7% 2010-27% Grade Six Hispanic 2007-28.6% 2008-41.2% 2009-35.7% 201037% Grade six White Students 2007-47.1% 2008-70.1% 2009-67.3% 2010-73%
4. In the 2009-2010 school year, Nashville Elementary met standards on the ACTAAP in all sub-groups.
5. Mid South Middle Start Initiative (5 year study) - Nashville Elementary School participated in a five-year study directed by the University of Illinois. A set of surveys were completed by parents, teachers, administrators, and students. The purpose of this initiative is to assist a network of schools in becoming high performers for students which are academically excellent, socially equitable, and developmentally responsive. Critical thinking, small group instruction, and cross-curriculum teaching were areas to be addressed.
6. The number of student discipline incidents and attendance records support the need for intervention with the subpopulations.
7. Administrators will disaggregate data attained through hives, D2SC, DMEC, and other means for the purpose of student achievement and development of curriculum. Teachers will gather data from the administrators and through PLC meetings will develop best practices for student performance.

Goal Students will improve in literacy. A Smart Accountability Team/Shared Leadership Team was implemented at Nashville Elementary School to address AYP test scores. The team will discuss and implement strategies to improve test scores and student achievement.

Benchmark To meet or exceed AYP standards developed by the Arkansas Department of Education.

Intervention: Increase parental involvement				
Scientific Based Research: Barnard, W.M. (2004). Parent involvement in elementary school and educational attainment. Children and Youth Services Review, 26(1), 39-62.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
An academic improvement plan will be developed by the parents and school to address the academic needs of all students not meeting proficiency scores on the benchmark examination. Parents will sign a contract to insure implementation of personalized strategies and techniques developed to increase academic performance. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide	Charlotte Hill	Start: 08/11/2010 End: 05/31/2011	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Computers • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
All teachers will maintain a phone log of parent contacts. In addition, documentation for two-way communication between parents will also be kept. Every parent in the district will be contacted by their child's teacher during the school year. Principals will evaluate this data and make recommendations for improved parental engagement when needed.	Vanessa Keaster	Start: 08/22/2010 End: 05/31/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement				
A resource exhibit will house materials on good parenting skills and educational tools. A form will be completed at the beginning of the school year for parent volunteers who want to share interests and talents with students and staff members. The mission statement is given to every parent at registration. The student handbook states the process for reporting to parents and the documentation of this communication as well as the grievance procedures for resolving parent concerns. An advertisement honoring parental involvement in the elementary school will be published in the two local papers. A parent center will be housed next to the conference room. The counselor has family kits available for parents and students which meet the needs of the individual families. An open house will be held at the beginning of the school year. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Keaster	Start: 08/11/2010 End: 05/31/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	Title IV-A - Materials & \$2100.00 Supplies: <hr/> ACTION BUDGET: \$2100
Two parent/teacher conference nights will be included in the district calendar for the 2010-2011 school year. Refreshments will be served. The ACSIP Advisory Committee involves administrators, teachers, parents, and community leaders. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide	Charlotte Hill	Start: 09/05/2010 End: 05/15/2011	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Performance Assessments • School Library • Teachers 	<hr/> ACTION BUDGET: \$
The ACSIP Advisory Committee involves administrators, teachers, parents, and community leaders. A planning session will be held prior to the current school year. Advisory members will be assigned priority positions during that meeting. Research data will be distributed and analyzed by the committee for decision making purposes. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Paul Tollett	Start: 08/01/2010 End: 08/01/2011	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • District Staff • Teachers 	<hr/> ACTION BUDGET: \$
School administrators will attend training through AAEA, DMEC, and other professional development to address strategies for student achievement.	Paul Tollett	Start: 08/01/2010 End: 08/01/2011		<hr/> ACTION BUDGET: \$
Teaching supplies will be given to the teachers to create a learning environment that is conducive to the learning achievement.	Paul Tollett	Start: 08/01/2010 End: 08/01/2011		Title I - Materials & \$5000.00 Supplies: <hr/> ACTION BUDGET: \$5000
Academic Awards for Honor Roll will be given to students that meet the required GPA for the year. During the year and at the end of the year, awards will be given	Ms. Keaster	Start: 08/01/2010		Title VI State - \$1000.00

to reconginze those students.		End: 07/31/2011		Materials & Supplies:
				ACTION BUDGET: \$1000
Total Budget:				\$8100

Intervention: Implement teaching strategies that address limited English learners.

Scientific Based Research: Ferguson, Chris. Reaching out to diverse popultions: What can schools do to foster family-school connections? Southwest Educational Development Laboratory, September 2005.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will be trained in strategies and techniques to teach English as a second language to students. Joe Kell, ELL Coordinator, will provide services and give support to all staff throughout the year, as needed. ESL Language Arts classes will meet the individual needs of limited English students with instructors trained by the ESL Academy. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Title I Schoolwide	Gail Milum	Start: 08/11/2010 End: 05/31/2011	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants • School Library • Teachers • Teaching Aids 	ACTION BUDGET: \$
An ELL Aide will be employed by the District to insure adequate communication and to tutor LEP students who need translation of academic materials. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Paul Tollett	Start: 08/09/2010 End: 05/31/2011	<ul style="list-style-type: none"> • Administrative Staff 	ELL (State-276) - Employee Salaries: \$15370.00 ELL (State-276) - Employee Benefits: \$5140.75 <hr/> ACTION BUDGET: \$20510.75
A English language Acquisition/ESL Teacher will maintain an Corrective Reading Comprehension program and will be used with all student identified as English Language Learners. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education Action Type: Title I Target Assistance	Gail Milum	Start: 09/10/2010 End: 05/28/2011	<ul style="list-style-type: none"> • Outside Consultants • Teachers • Teaching Aids 	Title III - Employee Salaries: \$22750.00 Title III - Employee Benefits: \$6605.00 <hr/> ACTION BUDGET: \$29355
Project Glad/ Access the Core professional development will be utilized by teachers. This is a guided language acquisition design supported by the Arkansas Department of Education. Strategies will be implemented to integrate schooling language minority students with English speakers.	Gail Milum	Start: 07/21/2010 End: 07/25/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Equity Action Type: Professional Development			Consultants • Teachers • Teaching Aids
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Total Budget: \$49865.75

Intervention: Academic Improvement Plans will be designed to offer appropriate individualized remediation during and after school hours.

Scientific Based Research: Allington, Richard L. The six Ts of effective elementary literacy instruction. Phi Delta Kappan, June 2002.

Actions	Person Responsible	Timeline	Resources	Source of Funds
After-school tutoring will be provided by the 21st Century Community Learning Grant. A site coordinator will oversee the program which will provide 10 hours of tutorial and enrichment activities four days per week. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education	Paul Tollett	Start: 09/06/2010 End: 04/27/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
Students will receive additional reinforcement and remediation instruction in the computer lab using My Reading Coach and JEdI. An intervention paraprofessional will be employed to oversee this computer lab. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Doug Graham	Start: 09/05/2010 End: 04/27/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	NSLA (State-281) - Employee Salaries: \$15370.00 NSLA (State-281) - Employee Benefits: \$5008.00 ACTION BUDGET: \$20378
NSLA funds will be budgeted in accordance with Title I to provide Supplemental Educational Services for our students that did not score at the proficient level on the Benchmark Exam. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Rick Rebsamen	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Computers • Outside Consultants • Performance Assessments • Teachers 	ACTION BUDGET: \$

Total Budget: \$20378

Intervention: Curriculum Alignment

Scientific Based Research: Labov, William. (2005) Can reading failure be reversed? A linguistic approach to the question. Cresskill, NJ: Hampton Press.

Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will incorporate the Total Instructional Alignment model created by the participating schools in the DeQueen-Mena Educational Cooperative. Teachers will align vertically and horizontally to create a continuum of instruction that is aligned to the target test assessment document. Action Type: Alignment	Vanessa Keaster	Start: 08/09/2010 End: 05/31/2011	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation			• Teachers	
Target Testing Data will be used to review and revise teaching strategies. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Technology Inclusion	Sarah Smith	Start: 09/29/2010 End: 05/26/2011	• Administrative Staff • Computers • Performance Assessments • Teachers • Teaching Aids	ACTION BUDGET: \$
Data from the 2010 Benchmark will be posted on the elementary shared server. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education	Paul Tollett	Start: 08/18/2010 End: 08/18/2011	• Administrative Staff • Computers • Teachers • Teaching Aids	ACTION BUDGET: \$
Results of the four target tests will be dissiminated to all teachers. This data will be used to chart progress and/or disgression. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	Joy Freel	Start: 10/10/2010 End: 05/26/2011	• Administrative Staff • Computers • Performance Assessments • Teachers	ACTION BUDGET: \$
Buckle Down Literacy program was implemented to all students to develop and increased literacy and student achievement.	Charlotte Hill	Start: 08/01/2010 End: 08/01/2011		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Writing Across the Curriculum				
Scientific Based Research: Marzano, Robert J. etal. (2001) Classroom Instruction that Works. Virginia: Association for Supervision and Curriculum Development.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All teachers will implement a writing program in their classroom. Students will keep journals and teachers will incorporate open response questions on chapter tests. Released items from the ADE will be used as part of the instructional materials. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation	Janet Copeland	Start: 08/09/2010 End: 05/31/2011	• Administrative Staff • Performance Assessments • Teachers	ACTION BUDGET: \$
The literacy coach will purchase writing materials that will address the academic curriculum necessary for the writing component of the benchmark examination. Action Type: AIP/IRI	Charlotte Hill	Start: 07/01/2010 End:	• Administrative Staff	

Action Type: Alignment Action Type: Program Evaluation		05/31/2011	<ul style="list-style-type: none"> • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
All writing assignments in the language arts classrooms will be aligned to the Student Learning Expectations and address specific areas of need as indicated through the writing component data on the Benchmark Examination. Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation	Karen Tollett	Start: 08/09/2010 End: 05/26/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Class size reduction				
Scientific Based Research: Ross, S.M., Smith L.J., & Casey, J.P. (1999, June). "Bridging the Gap": The effects of the success for all programs on elementary school reading achievement as a function of study of ethnicity and ability level. School Effectiveness and School Improvement, 10(2), 129-150.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Title 1 funds will be used for class size reduction. This will fund 2.0 FTE teachers above the state requirement in literacy and mathematics. Student performance will be reviewed to support the use of class size reduction as a tool for school academic improvement. Action Type: Equity	Joe Kell	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	Title I - Employee Salaries: \$99194.00 Title I - Employee Benefits: \$24062.12 <hr/> ACTION BUDGET: \$123256.12
Students not meeting proficient or advanced on the benchmark examination will be placed in classrooms with lower pupil/teacher ratios to insure that one-to-one instruction is used and academic needs are met. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation	Paul Tollett	Start: 06/10/2010 End: 07/31/2011	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments 	ACTION BUDGET: \$
NSLA funds will be used to hire one paraprofessional to service the needs of our students with special needs. Action Type: Equity Action Type: Special Education	Rick Rebsamen	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Teachers 	NSLA (State-281) - Employee Salaries: \$15370.00 NSLA (State-281) - Employee Benefits: \$5008.00 <hr/> ACTION BUDGET: \$20378
Total Budget:				\$143634.12

Intervention: Drug Prevention/Character Education				
Scientific Based Research: Stein, Rita, etal. (2002). Connecting Character to Conduct: Helping Students do the Right Things, Washington, DC: Association for supervision and Curriculum Development				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Parents will receive monthly newsletters from the school with all relevant dates and events. Parents will receive a monthly publication from the counselor Home & School Connection that gives strategies for helping children stay drug-free. Parents will be invited to share in special meals with their child on holidays. Literature will be available to parents at no cost and conferences will be scheduled and dates publicly announced. In mid-October, Red Ribbon Week will be celebrated. Action Type: Collaboration Action Type: Parental Engagement	Keaster	Start: 09/01/2010 End: 05/31/2011	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	Title VI State - Materials & Supplies: \$1000.00 <hr/> ACTION BUDGET: \$1000
Staff development for teachers, counselor, and school employees will be implemented. "Children in Poverty" will be recommended reading for all new teachers not trained in the Ruby Paine philosophy. Bullying It Hurts Everyone, a program used by the counselor will be incorporated along with age appropriate activities. Teachers will receive instruction for Red Ribbon Week and Fire Safety week. All students will receive a yearly planner that incorporates positive behavior and character education instruction. Action Type: Collaboration Action Type: Professional Development	Vanessa Keaster	Start: 09/10/2010 End: 05/01/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers Teaching Aids 	<hr/> ACTION BUDGET: \$
A Drug Awareness Program will be presented to k through 12 students October the 12th. This will address drug preventative actions concerning drug prevention to our students.	Ms. Keaster	Start: 10/12/2010 End: 10/12/2010		Title IV-A - Purchased Services: \$950.00 <hr/> ACTION BUDGET: \$950
Total Budget:				\$1950

Intervention: A literacy coach will be hired by Nashville Elementary School.				
Scientific Based Research: No Child Left Behind. (2003) U.S. Department of Education.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
A highly trained language arts teacher will be employed by the district to oversee the Literacy program in the elementary school. The coach will assess the alignment of the language arts program with the Arkansas Frameworks and review the TIA document while working with the DeQueen Mena Educational Cooperative Literacy Specialist to insure academic consistency between grade levels. The literacy coach will oversee parent conferences and initiate cultural appropriate events. The literacy coach will be responsible for the language arts component of the student SIP files. She will provide ADE released items, examine individual AIP folders for alignment, and provide feedback to teachers concerning strategies and techniques for improving academic performance of students not scoring proficient on the benchmark examination. The literacy coach will receive professional development for implementing target	Paul Tollett	Start: 08/09/2010 End: 06/01/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Performance Assessments Teachers Teaching Aids 	PD (State-223) - Employee Salaries: \$50400.00 PD (State-223) - Employee Benefits: \$12607.00 <hr/> ACTION BUDGET: \$63007

assessments and rubric evaluation. She will provide professional development for the language arts staff. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation				
Total Budget:				\$63007

Intervention: Summer School				
Scientific Based Research: Bankston, C.L., & Caladas, S.J. (1997, Summer). The American school dilemma: Race and scholastic performance. The Sociological Quarterly, 38, 423-429.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Summer school will be offered to a targeted group of students. Supplemental interventions will be offered according to the student's areas of deficiency. Supplemental services will be offered to all students not meeting proficient on the benchmark examination. Specific areas of academic deficiency will be targeted to address academic weaknesses and improve student performance. These services exceed State Standards. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education	Paul Tollett	Start: 05/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • School Library • Teachers • Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Reinforcement and enhancement through technology				
Scientific Based Research: Smart Step Administrators' Leadership Institute. Building istructional leadership through technology. Available at: http://arkedu.state.ar.us/smart_step/grant/gates_grant_p4 .				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will use the computer lab that is equipped with software aligned to the AR frameworks to address areas of academic need. The programs and assignments are aligned with the classroom objectives for transfer and reinforcement. Individualized instruction material will be used in the computer lab to address each student AIP and this will be aligned to the classroom instruction. The computer lab generates questions and activities that supplement teacher instruction. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	Gaye Graham	Start: 08/09/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$

All students will participate in Accelerated Reading. Grades are taken each quarter on book reviews that identified with each students' reading level. Students will be rewarded for reaching specific goals. Students are allowed to participate as a member of the Battle of the Books Team and compete at the local educational cooperative.	Regina Ray	Start: 08/30/2010 End: 05/12/2011		ACTION BUDGET: \$
Through technology stimulus money, Nashville Elementary classrooms were implemented with smart boards and document readers technology. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Technology Inclusion	Gayland Hopper	Start: 06/01/2010 End: 08/01/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
Every teacher will receive a technology program called Brain-Pop. This will allow teachers to research curriculum that will reinforce their subject for student achievement.	Pual Tollett	Start: 08/01/2010 End: 08/01/2010		Title VI State - Materials & \$1000.00 Supplies: ACTION BUDGET: \$1000
Total Budget:				\$1000

Intervention: Implementation of the Smart Step/Smart Start Initiatives

Scientific Based Research: Duggan, T., & Homes, M. (Eds.) (2000). Closing the Gap: A report on the Wingspread conference (Beyond the standards horse race: Implementation, assessment, and accountability-The keys to improving student achievement). Washington, DC: Council for Basic Education. Excerpts available online: [http://www.c-b-e.org/PDF/ws1999Close Gap. pdf](http://www.c-b-e.org/PDF/ws1999Close%20Gap.pdf)

Actions	Person Responsible	Timeline	Resources	Source of Funds
All new teachers will receive Pathwise training and be assigned a mentor teacher in accordance with the ADE Praxis evaluation system. Discipline specific training will be offered throughout the school year that addresses improvement of literacy. A review of the Benchmark released items from previous and current years, samples of open-ended response questions and grading rubrics, and documentation of curriculum which includes the state mandated frameworks will be given to all teachers. Through data evaluation, teachers will develop academic improvement plans for students not scoring proficient or above on the benchmark examination. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Joanna Howard	Start: 08/09/2010 End: 05/31/2011	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • School Library • Teachers • Teaching Aids 	ACTION BUDGET: \$
All grade level teachers will hold weekly PLC team meetings to discuss successful strategies or get input on instructional concerns. These meetings will be documented with minutes and kept in a file. One or both building	Paul Tollett	Start: 08/20/2010 End:	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$

administrators will attend. Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation		05/28/2011	<ul style="list-style-type: none"> • Teachers 	
Embedded professional development will be required of all staff members. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation	Paul Tollett	Start: 07/01/2010 End: 05/30/2010	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Teachers 	Title I - Purchased Services: \$16245.00 ACTION BUDGET: \$16245
CWT's will be conducted to gather data for instructional strategies throughout all classrooms. This data will be evaluated for effective teaching practices.	Paul Tollett	Start: 09/05/2010 End: 05/15/2011		ACTION BUDGET: \$
Total Budget:				\$16245

Intervention: Evaluation of Reading Priority				
Scientific Based Research: Nelson, George D. (2006). Breaking the learning barrier for underachieving students. Practical teaching strategies for dramatic results. Thousand Oaks, CA: Corwin Press.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All data from the Augmented Benchmark examinations will be disaggregated, and students not meeting adequate yearly progress as defined by the Arkansas Department of Education will receive remediation through after-school tutoring, summer school, or school day intervention. Action Type: Alignment Action Type: Program Evaluation	Vanessa Keaster	Start: 08/09/2010 End: 05/31/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Every student will be enrolled in a reading class. SRA Reading Labs will be purchased for each of the 30 classrooms. Students will be evaluated through the use of Star Reading Analysis. Students will receive reading instruction according to individual reading levels. Evaluation of reading improvement will be conducted quarterly. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Target Assistance	Charlotte Hill	Start: 06/01/2010 End: 05/31/2011	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • Outside Consultants • Performance Assessments • School Library • Teachers • Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: A partnership will continue with the 21st Century Community Learning Grant.

Scientific Based Research: Academic Improvement and Teacher Quality Programs; 21st Century Community Learning Centers; 2008 Guide to U.S. Department of Education Programs (08/2008).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Form an S.E.S 4 learning after school program and continue the 21st Century partnership with Quality After-School Programs, an experienced educational and community focused organization whose stated goal and purpose is bringing communities, parents, and schools together in the programmatic support and management of after-school and summer academic and enrichment activities. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Technology Inclusion Action Type: Wellness	Deb Marshall	Start: 09/01/2010 End: 05/31/2011	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders Computers District Staff Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Create an alternative learning environment for at-risk students.				
Scientific Based Research: Research Project 05-112,ALTERNATIVE LEARNING ENVIRONMENT REPORT (August 2, 2006) http://www.arkleg.state.ar.us/data/education/ALE_Report_Final.pdf				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Working with Southwest Mental Health Care, an alternative learning classroom will be established that meets the academic and emotional needs of identified at-risk students. A certified teacher and a paraprofessional will be assigned to this classroom. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion	Ben Wallace	Start: 10/01/2010 End: 05/26/2011	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders Computers District Staff Outside Consultants Performance Assessments School Library Teachers Teaching Aids 	NSLA (State-281) - Employee Salaries: \$24300.00 NSLA (State-281) - Employee Benefits: \$6075.00 <hr/> ACTION BUDGET: \$30375
Total Budget:				\$30375

Priority 2: Special Education

Supporting Data:

1. In the 2002-03 school year, 41.46% of special education students were black. In 03-04, 40.37% of special education students were black. In the 2004-05 school year, 36.16% of special education students were black. In 05-06 school year, 32% of special education were black. In the 2006-07 school year, 29.18 of special education students were black. In the 2007-08 school year, 30.18% of special education students were black. In the 2008-2009 school year, 28.91% of special education students were black. In the 09-10 school year, 26.79% of special education were black. The Nashville School District has reduced the number of special education students who are black by 14.67% since the 2002-03 school year. The difference between the district's black student population and the special education black population is

4.14%. The trigger value that indicates a disproportionate representation of minority students is 13.152%. This data is provided by the Arkansas Department of Education-Special Education Unit in the Focused Monitoring/ACSIP Special Education District Data Profile.

Goal Reduce the percentage of black students in special education.

Benchmark By the end of the 2010-11 school year, the difference between african american students in special education and general education will be maintain at the current percentage or reduced at the district level.

Intervention: Disporportionality Reduction				
Scientific Based Research: Kohler, P. and Reese, J. (2005, September 20) JEdI: A powerful force in Arkansas schools. Counterpoint, LRP Publications. West Palm Beach, FL Snyder, N. (2005, March 1). IDEA '04 brings changes in early intervention, prevention. The ASHA Leader, pp. 1, 28-29. Closing the achievement gap: Principles for improving the educational success of all students. ERIC Digest. New York, NY: ERIC Clearinghouse on Urban Education.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Continue to utilize the Skills Tutor software (Project JEdI) to supplement instructional strategies for reading and math. Software will identify specific deficit areas for each student. The program contains a tutorial component to remediate the student's deficit skill. The student is then able to practice the skill and progress is measured with a posttest. The program is web-based for easy accessibility in the educational setting as well as at home. Students will be able to complete assigned modules in the classroom, computer lab, and after-school tutoring. Software will evaluate student performance and periodic reporting will provide monitoring of student progress.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>	Daryl McJunkins	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
<p>Maintain the established pre-referral process for consideration of special education services. Implementing the RTI procedures involves collecting specific data for the student experiencing academic difficulties. This data includes vision and hearing screenings, classroom observation, parent information, performance on standardized tests, interventions attempted, etc. The RTI Team will convene to examine the data, review the concerns, discuss possible early intervention services, and make recommendations. Early intervention services may include Project JEdI; My Reading Coach; Reading Plus; After School Tutoring; and/or School Based Mental Health services. Following a period of implementation of early intervention services, a conference will be held to determine whether early intervention services have been successful, whether additional early intervention services should be attempted, or whether special education referral is appropriate. Evaluation will be based on the reduction of the number of students referred to special education.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation</p>	Janet McCullough	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
<p>Summer school will be offered to all students not meeting AYP. Remediation will be offered according to the student's AIP. Areas of deficiency in academic proficiency will be pretested and posttested to evaluate program effectiveness.</p> <p>Action Type: AIP/IRI</p>	Paul Tollett	Start: 06/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Central Office 	ACTION BUDGET: \$

Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education			<ul style="list-style-type: none"> • District Staff • Performance Assessments • Teachers • Teaching Aids 	
Use of the multi-sensory room to prepare students for learning modality. Action Type: Collaboration Action Type: Equity	LaDonna Curtis	Start: 08/22/2010 End: 05/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$
Targeted students will be encouraged to use the multi-sensory room to prepare for learning modality in the general curriculum. Periodic sessions in the multi-sensory room will allow the students to engage in sensory stimulation to develop greater attention sustaining skills. This will enhance the ability of the student to focus on instruction in the classroom. Periodic review of the behavior checklist completed on students participating in the multi-sensory room activities will evaluate progress. Action Type: AIP/IRI Action Type: Collaboration Action Type: Parental Engagement Action Type: Special Education	LaDonna Curtis	Start: 09/01/2010 End: 05/31/2011	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$
"My Reading Coach" software will continue to be employed to provide individualized instruction to targeted struggling readers. This software addresses the 5 basic reading components. This software guarantees success in improving reading skills for students participating in the 60-hour process. Administrators and teachers will assist in the selection of 4th-6th grade students to participate in this program. The "My Reading Coach" software includes assessments to monitor student progress. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Kerry Bridgeman	Start: 09/01/2010 End: 05/31/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers 	ACTION BUDGET: \$
"Reading Plus" software will be introduced in the computer lab and after school tutoring to continue to build reading skills of students who have completed the "My Reading Coach" program. "Reading Plus" instruction targets silent reading fluency skills to enhance overall reading performance. The program strengthens visual and perceptual skills to teach students to read with speed and comprehension. "Reading Plus" software has evaluation components embedded in the program to measure student performance.	Teddford	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Total Budget:				\$0

Priority 3: Students will improve in mathematics.

- Supporting Data:
1. Three year analysis of Nashville Elementary performance for combined population of grades 4-6 in mathematics on the 2009 Benchmark Examination. Grade Four Math Proficient All Students 2007-64.8% 2008-68.9% 2009-81.8% Grade Four African American Math 2007-41.7% 2008-47.2% 2009-74.2% Grade Four Hispanic Math 2007-68.8% 2008-70% 2009-82.6% Grade Four White Students 2007-72% 2008-80.3% 2009-84% Grade Five Math Proficient All Students 2007-72.75 2008-63.5% 2009-66.4% Grade Five African American Math 2007-48.3% 2008-44% 2009-51.4% Grade Five Hispanic Math 2007-66.7% 2008-78.6% 2009-60% Grade Five White Students Math 2007-81.3% 2008-66.7% 2009-76.2% Grade Six Proficient all Students Math 2007-61.2% 2008-72.9% 2009-76.1% Grade

Six African American Math 2007-52.5% 2008-51.7% 2009-53.6% Grade Six Hispanic Math 2007-38.1% 2008-52.9% 2009-76.9% Grade Six White Students 2007-70.1% 2008-82.5% 2009-81.6%

- Mid South Middle Start Initiative (5 year study) - Nashville Elementary School participated in a five-year study directed by the University of Illinois. A set of surveys were completed by parents, teachers, administrators, and students. The purpose of this initiative is to assist a network of schools in becoming high performers for students which are academically excellent, socially equitable, and developmentally responsive. Critical thinking, small group instruction, and cross-curriculum teaching were areas to be addressed.
- The number of student discipline incidents and attendance records support the need for intervention with the subpopulations.

Goal Students will improve in mathematics. A Smart Accountability Team/Shared Leadership committee was implemented to address AYP. This committee consists of trained and experienced teachers and administrators who work together for a common goal of meeting the needs of our students and the goals of our school.

Benchmark To meet or exceed AYP standards in mathematics developed by the Arkansas Department of Education.

Intervention: Review and revise mathematics curriculum				
Scientific Based Research: Education commission of the states. (1996). Continuous Improvement Continuums. San Francisco, CA: Pacific Bell Foundation.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The Arkansas Frameworks will be reviewed by the ACSIP mathematics chairperson and the school curriculum will be aligned to the frameworks for any possible gaps. This will then be shared with the committee for revision work. Action Type: AIP/IRI Action Type: Alignment Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Joy Freel	Start: 08/09/2010 End: 08/15/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
All math teachers will follow the Total Instructional Alignment document created by a consortium of teachers from the DeQueen-Mena Educational Cooperative. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Joy Freel	Start: 08/09/2010 End: 05/22/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
All students not meeting the proficient level on the benchmark examination in mathematics will have a student improvement plan on file. Teachers will address individual needs of students and target areas of weakness for the student in order to insure academic improvement for these students. All students are provided a Buckle Down workbook to address individual needs. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education	Vanessa Keaster	Start: 10/15/2010 End: 05/30/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Highly qualified special education teacher will coordinate instruction for special needs students with state frameworks in mathematics. Test data from the benchmark examination will be used to structure strategies and techniques that are aligned to individual SIP documents and learning needs. Action Type: AIP/IRI	Beverly Tedford	Start: 08/22/2010 End: 05/28/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	ACTION BUDGET: \$

Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Special Education			• Teachers	
Target Assessment Test will be given to all students in mathematics. These have been developed through collaboration at the DeQueen Mena Educational Cooperative. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation Action Type: Technology Inclusion	Charlotte Hill/Joy Freel	Start: 09/05/2010 End: 04/30/2011	• Performance Assessments	ACTION BUDGET: \$
Nashville Elementary School will rejoin the South Arkansas Science Teachers' Collaborative. Teachers will persue any grant opportunities as available. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Technology Inclusion	Allison Dixon	Start: 06/01/2010 End: 05/31/2011	• Computers • District Staff • Outside Consultants • Teachers • Teaching Aids	ACTION BUDGET: \$
Administrators will attend conferences offered through AAEA, DMECS, and other educational agencies that will address and enhance the leadership role in our school.	Paul Tollett	Start: 08/09/2010 End: 05/28/2011		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Inclusion of Smart Start/Smart Step Initiatives				
Scientific Based Research: Duggan, T., & Homes, M. (Eds.) (2000). Closing the Gap: A report on the Wingspread conference (Beyond the standards horse race: Implementation, assessment, and accountability-The keys to improving student achievement). Washington, DC: council for basic Educations. Excerpts available online: http://www.c-b-e.org/PDF/sw1999 CloseGap. pdf				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Professional development that specifically addresses the needs of a diverse student population will be required of teachers. Workshops, professional reading material, and partnership programs will offer the staff innovative strategies that will impact student achievement. Action Type: Collaboration Action Type: Professional Development	Paul Tollett	Start: 07/01/2010 End: 06/01/2010	• Administrative Staff • Outside Consultants • Teachers	ACTION BUDGET: \$
Through data driven decision making, teachers will implement the state standards and be able to derive academic improvement plans. Instructional models will aid in improving student achievement through academic designs that are essential for long-term change and recognizing cultural shifts. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education	Charlotte Binkley	Start: 07/01/2010 End: 05/28/2010	• Administrative Staff • Teachers	ACTION BUDGET: \$

<p>Summer school will be offered to all students not meeting state standards on the Benchmark Examination in 2009. This will include an SIP to target specific areas of deficiency. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Technology Inclusion</p>	Paul Tollett	Start: 05/20/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
<p>Teachers will attend the National Council of Teachers of Mathematics in New Orleans in October. Other avenues of professional development will be explored and attended to insure teacher development and academic excellence Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation</p>	Paul Tollett	Start: 08/18/2010 End: 05/31/2011	<ul style="list-style-type: none"> • Administrative Staff • Central Office • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Writing in the Math Curriculum				
Scientific Based Research: Johnson, Jean, Ana Maria Arumi, Amber Ott, and Michael Hamill. (January, 2006) Are parents and students ready for more math and science? Public Agenda.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>To enhance the mathematics curriculum, all math teachers will continue the writing program in the math classroom (including special education). Students will keep journals or binders with open-response questions on all test. Released items from the Benchmark Examination will be used as part of the instructional materials. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement</p>	Charlotte Hill	Start: 08/09/2010 End: 05/01/2011	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
<p>All writing assignments will be aligned to the Arkansas frameworks and address specific areas of need as indicated through the writing component of the benchmark examination. Students will be required to complete open-response questions that cover the range of Bloom's Taxonomy.All SIP documents will be aligned to the state frameworks for mathematics and instruction includes a writing component. Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement</p>	Charlotte Binkley	Start: 07/01/2010 End: 05/28/2010	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Class schedules will include cluster groupings				
Scientific Based Research: McCandliss, Bill and Albert Watson. (1983). Problemoids: Math Challenge and Problemoids: Math Mentor. New York: Trillium Press.				

Actions	Person Responsible	Timeline	Resources	Source of Funds
Cluster groupings will be used to meet the academic needs of gifted and/or academically talented students. Teachers will be trained by the ADE in how to differentiate in the content area. Teachers in grades 5 and 6 will complete a college board training for preAP mathematics. Action Type: Equity Action Type: Technology Inclusion	Kristi Cox	Start: 07/01/2010 End: 05/28/2011	<ul style="list-style-type: none"> Administrative Staff Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Increase parental involvement				
Scientific Based Research: School Reform Proposals: The Research Evidence (Information Age Publishing, 2002), edited by Alex Molnar.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Parent/School contracts will be collaboratively written to address the needs of all students not meeting the standard on the Benchmark Examination. Open House, Parent Nights, and two scheduled parent/teacher conferences will be included in the NES calendar. Phone logs will be maintained by every teacher to document parent/teacher exchange of information. Copies of two-way communications will be kept as documentation of information exchange. All parents of special needs students will be contacted each quarter to insure academic information is being exchanged. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education	Vanessa Keaster	Start: 08/09/2010 End: 05/08/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teaching Aids 	ACTION BUDGET: \$
Parents will be invited to share in the Thanksgiving, Christmas, and Easter meals in the cafeteria. Action Type: Parental Engagement	Vanessa Keaster	Start: 08/18/2010 End: 05/26/2011	<ul style="list-style-type: none"> Administrative Staff District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Class size reduction				
Scientific Based Research: Schwartz, W. (2001, December). Closing the achievement gap: Principles for improving the educational success of all students. ERIC digest. New York, NY: ERIC Clearinghouse on Urban Education				
Actions	Person Responsible	Timeline	Resources	Source of Funds
In conjunction with Literacy Priority I, funds will be used to reduce class size. Funds will pay for 1.5 teachers to lower the teacher/pupil ratio. This will give students more individualized instruction. Academic improvement plans will be addressed specifically through the integration of reduced class size. Teachers will have more time to address individual student plans during the school day. Action Type: Equity Action Type: Program Evaluation	Joe Kell	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Central Office 	NSLA (State-281) - Employee Benefits: \$17225.00 NSLA (State-281) - Employee: \$68900.00

				Salaries:
				ACTION BUDGET: \$86125
Total Budget:				\$86125

Intervention: English Language Learners will be served through ESL classroom and ESL tutor

Scientific Based Research: White House Initiative on Educational Excellence for Hispanic Americans. (2001). Report on the White House strategy session on improving Hispanic student achievement.<http://www.ed.gov/offices/OIHA/Hispanic/report2001jan/>

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will be identified through the use of the ELDA examination. All limited English students will be served through ESL classes and a bilingual teacher aide will assist in all translation of material required for academic achievement of this subpopulation. A highly qualified teacher will teach language arts and reading to all qualified ELL students. SIPs will be addressed in the classroom and individualized needs will be targeted by the teacher. Action Type: Collaboration Action Type: Equity	Gail Milum	Start: 08/09/2010 End: 05/28/2011	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Implement IMPS program with 4th grade students

Scientific Based Research: Marzano, R.J. Polloc, J.E. & Pickering, D.J. (2001). Classroom instrution that works: Research-based strategies for increasing student achievement. alexandriz, VA: McREL/Association for Supervision & Curriculum Development (ASCD).

Actions	Person Responsible	Timeline	Resources	Source of Funds
All 4th grade students will have an instructional math program that will be aligned with the five strands of the Arkansas Frameworks in mathematics for 4th grade. This will be utilized throughout the school year with benchmarks that must be met for each of the required skills. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	Karen Kell	Start: 08/22/2010 End: 05/28/2011	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Drug Prevention/Character Education

Scientific Based Research: Stein,Rita,etal. (2002). Connecting Character to Conduct: Helping Students do the Right Things, Washington, DC: Association for Supervision and Curriculum Development

Actions	Person Responsible	Timeline	Resources	Source of Funds
Staff development for teachers, counselor, and school employees will be continued. "Bullying It Hurts Everyone!" will be used while incorporating age appropriate activities. Fire Safety will be celebrated in October. Activities for Red Ribbon week will included all	Vanessa Keaster	Start: 08/22/2010 End:	<ul style="list-style-type: none"> Administrative Staff 	

teachers, students, and parents. Parents will receive monthly newsletters from the school with all relevant dates and events. Parents will receive a month publication from the counselor Home & School Connection. Action Type: Collaboration Action Type: Parental Engagement Action Type: Professional Development		05/28/2011	<ul style="list-style-type: none"> • Outside Consultants • Teachers • Teaching Aids 	ACTION BUDGET: \$
Technology inclusion will be implemented to aid students in drug awareness and to create centers that discourage the use of tobacco, alcohol, or other substances. Action Type: Equity Action Type: Technology Inclusion	Vanessa Keaster	Start: 08/12/2010 End: 05/31/2011	<ul style="list-style-type: none"> • Community Leaders • District Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Reinforcement and enhancement through technology

Scientific Based Research: Smart Step Administrators' Leadership Institute. Building Instructional Leadership through Technology. Available at: http://arkedu.state.ar.us/smart_step/grant/gates_grant_p4.

Actions	Person Responsible	Timeline	Resources	Source of Funds
Individualized instruction material will be used in the computer lab to adress SIPs of identified students. Use of JEdI will be used for intervention. Computers are available in the classrooms and in the computer labs. Also, students will take the Star Math Diagnostic Assessment. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Technology Inclusion	Gaye Graham	Start: 08/30/2010 End: 05/10/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
Accelerated Mathematics will be utilized as part of the technology curriculum to assist in improving student performance through excelleration. All students will be pre and post tested for evaluation of strengths and weaknesses of mathematic skills. These areas of strength or weakness will be addressed through the use of this research based software program. Action Type: Equity Action Type: Technology Inclusion	Gaye Graham	Start: 08/10/2010 End: 05/30/2011	<ul style="list-style-type: none"> • Computers • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
All classrooms are equipped with smartboards and document readers for insructional strategies. Scott Foresman Textbooks in math and science have computer disks that enhance the capabilities of the teachers and meet the different learning styles of students. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion	Gayland Hopper	Start: 08/20/2010 End: 05/28/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Teachers • Teaching Aids 	ACTION BUDGET: \$

An intervention paraprofessional will be used to facilitate remediation and reinforcement of skills in the JEdI lab. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Target Assistance	Paul Tollett	Start: 08/20/2010 End: 08/28/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers • Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Grade level /department level meetings				
Scientific Based Research: American Institute for Research. (1999). An educators' guide to school-wide reform. Retrieved November 11, 2003, from http://www.aasa.org/issues_and_insights/district_organization/Reform/ .				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Each of the three grades in the building will hold weekly meetings to discuss academic progress of students. Minutes of these meetings or documentation of these meetings will be kept. There will also be monthly department meetings for evaluation of curriculum alignment between the grades. Action Type: Collaboration	Marcia Aylett	Start: 08/09/2010 End: 05/28/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Through PLC grade level and department level meetings total instructional alignment will be closely monitored by the teachers. This will improve student performance by using cross curriculum teaching strategies to address areas of deficiency, Action Type: Alignment Action Type: Collaboration Action Type: Program Evaluation	Joy Freel	Start: 08/09/2010 End: 05/28/2011	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
All teachers received professional development in the use of Smart Boards to enhance teaching.	Paul Tollett	Start: 08/09/2010 End: 05/28/2011		ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Recruit and employ highly qualified teachers				
Scientific Based Research: Sykes, Gary. 2003. Wanted: A national teacher supply policy for education: the right way to meet the highly qualified teacher challenge. Michigan State University.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Recruitment and employment of highly qualified teachers will be a priority. Administrators will publish job openings, actively recruit on college campuses, and screen all applicants for positions. Action Type: Equity	Paul Tollett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Outside Consultants 	ACTION BUDGET: \$

Total Budget:				\$0
Intervention: Evaluation of Math Priority				
Scientific Based Research: National Education Goals Panel. (1999). Reading achievement state by state. Washington, DC: U.S. Government Printing Office).				
Actions	Person Responsible	Timeline	Resources	Source of Funds
All data from Augmented Benchmark Examination be evaluated and reviewed for student progress. A gain of 5% per year is the target goal. Students not meeting this goal will receive remediation after school, during summer school, and during the regular school day. Action Type: Program Evaluation	Charlotte Hill	Start: 10/15/2010 End: 05/28/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Total Budget:				\$0
Intervention: A partnership will be created with Learning4Today and Nashville Elementary School to secure a 21st Century Community Learning Grant.				
Scientific Based Research: Academic Improvement and Teacher Quality Programs; 21st Century Community Learning Centers; 2008 Guide to U.S. Department of Education Programs (08/2008)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Form a collaborative partnership with Quality After-School Programs an experienced educational and community focused organization whose stated goal and purpose is bringing communities, parents, and schools together in the programmatic support and management of after-school and summer academic and enrichment activities. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Wellness	Deb Marshall	Start: 09/01/2010 End: 05/31/2011	<ul style="list-style-type: none"> Administrative Staff Central Office Community Leaders Computers District Staff Outside Consultants Teachers Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 4: Nashville Elementary School will equip children with the knowledge and skills they need to lead more healthful lives by choosing nutritious diets and being physically active.

- Supporting Data:
- In 2004-2005 371 students were assessed and classified according to the Body Mass Index. Fourth grade had 59% of male students healthy or underweight and 47% of female students underweight or healthy. Fifth grade showed 53% of males healthy or underweight and 79% of female students healthy or underweight. Sixth grade showed 67% of male students healthy or underweight and 55% of female student healthy or underweight. Forty percent of males and 41% of female students in grades 4-6 were at risk for overweight or overweight.
 - In 2005-2006 412 students were assessed and classified according to the Body Mass Index. Fifty percent of fourth grade boys were healthy or underweight and 66.6% of the girls were healthy or underweight. Fifth grade showed 64.7% of boys healthy or underweight and 76% of girls healthy or underweight. Sixth grade had 73% of males and 58% of female student healthy or underweight. There were totals of 16.7% male students at risk or overweight and 26.3% overweight. There were totals of 15.3% female students at risk for overweight and 24.6% overweight.
 - In 2006-2007 the Body Mass Index for grades 4-6 revealed: Fifty-four percent of fourth grade boys were healthy or underweight and of the 53.2% of the girls were healthy or underweight. Fifth grade showed 46.6% of boys healthy or underweight and of 66% girls healthy or

underweight. Sixth grade had 66% of males and 50% of female student healthy or underweight.

Goal School Wellness activities will create a healthy school environment that supports consistent health, nutrition, and physical activity messages to students and community.

Benchmark A child health advisory committee will be established for the elementary school.

Intervention: Students will be engaged in 60 minutes of physical activity every week and they will have a physical education class taught by a certified physical education teacher.				
Scientific Based Research: Kids Count Coalition Data. Available at: http://www.aradvocates.org/involved/kidscount/ .				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Physical Education Frameworks will be used to teach students and create a school environment where students can meet district wellness and academic goals. Action Type: Alignment Action Type: Parental Engagement Action Type: Wellness	Lafe Caton	Start: 08/12/2010 End: 05/30/2011	<ul style="list-style-type: none"> Administrative Staff Community Leaders Teachers 	ACTION BUDGET: \$
Parents will receive research data on child nutrition each year. Action Type: Parental Engagement Action Type: Title I Schoolwide Action Type: Wellness	charlotte Hill	Start: 09/05/2010 End: 05/01/2011		ACTION BUDGET: \$
Wellness committee will meet regularly to evaluate and update wellness priorities. BMI data received will be reviewed and incorporated into plan. The Health Index will be used in evaluating the effectiveness of the program on student health. Action Type: Program Evaluation Action Type: Wellness	Paul Tollett	Start: 08/26/2010 End: 05/29/2011	<ul style="list-style-type: none"> Computers District Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: Corrective action will be taken to help students meet AYP in Literacy and Math.

Supporting Data: 1. Nashville Elementary is on WSII4

Goal Insure that all students meet AYP

Benchmark To meet or exceed AYP standards set by the Arkansas Department of Education.

Intervention: Increase Parental Involvement				
Scientific Based Research: Barnard, W.M. (2004). Parent involvement in elementary school and educational attainment. Children and Youth Services Review, 26(1), 39-62.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
The ACSIP Advisory Committee involves administrators, teachers, parents, and community leaders. A planning session will be held prior to the current school year. Advisory members will be assigned priority positions during that meeting. Research data will be distributed and analyzed by the committee for decision making purposes. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Paul Tollett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Community Leaders District Staff Teachers 	ACTION BUDGET: \$

<p>Action Type: Parental Engagement</p> <p>An academic improvement plan will be developed by the parents and school to address the academic needs of students not meeting proficiency scores on the benchmark examination. Parents will sign a contract to insure implementation of strategies and techniques developed to increase academic performance.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion Action Type: Title I Schoolwide</p>	<p>Charlotte Hill</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>A resource exhibit will house materials on good parenting skills and educational tools. A form will be completed at the beginning of the school year for parent volunteers who want to share interests and talents with students and staff members. The mission statement is given to every parent at registration. The student handbook states the process for reporting to parents and the documentation of this communication as well as the grievance procedures for resolving parent concerns. An advertisement honoring parental involvement in the elementary school will be published in the two local papers. A parent center will be housed next to the conference room.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Charlotte Hill</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>All teachers will maintain a phone log of parent contacts. In addition, documentation for two-way communication between parents will also be kept. Every parent in the district will be contacted by their child's teacher during the school year. Principals will evaluate this data and make recommendations for improved parental engagement when needed.</p> <p>Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement</p>	<p>Vanessa Keaster</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Two parent/teacher conference nights will be included in the district calendar for the 2009-2010 school year. Refreshments will be served. The ACSIP Advisory Committee involves administrators, teachers, parents, and community leaders.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Title I Schoolwide</p>	<p>Charlotte Hill</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Community Leaders • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Provide SES learning after school program and continue the 21st Century partnership with Quality After-School Programs. Quality After-School Programs is an experienced educational and community focused organization whose stated goal and purpose is bringing communities, parents, and schools together in the programmatic support and management of after-school and summer academic and enrichment activities.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity</p>	<p>Rick Rebsamen</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Outside Consultants • School Library • Teachers 	<p>ACTION BUDGET: \$</p>

Action Type: Parental Engagement Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion			<ul style="list-style-type: none"> Teaching Aids 	
Nashville Elementary will send parents a letter notifying them of the school improvement status (in multiple languages where applicable). Status will also be published in the local papers and is included in the annual report to the public meeting. Information in the form of letters, flyers... will also be given to parents at Open House at the beginning of the school year and at Parent/Teacher conferences each semester. Included in these letters will be information on the instructional strategies that are being used to help the students meet AYP and things that parents can do to better prepare their children for school, learning, and testing. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Paul Tollett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Academic Improvement Plans will be designed to offer appropriate individualized remediation during and after school hours.

Scientific Based Research: Allington, Richard L. The six Ts of effective elementary literacy instruction. Phi Delta Kappan, June 2002.

Actions	Person Responsible	Timeline	Resources	Source of Funds
After-school tutoring will be provided by the 21st Century Community Learning Grant. A site coordinator will oversee the program which will provide 10 hours of tutorial and enrichment activities four days per week. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education	Paul Tollett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Computers Performance Assessments Teachers Teaching Aids 	ACTION BUDGET: \$
Students will receive additional reinforcement and remediation instruction in the computer lab using My Reading Coach and JEdI. An intervention paraprofessional will be employed to oversee this computer lab. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Paul Tollett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers Teaching Aids 	ACTION BUDGET: \$
Provide Supplemental Educational Services for our students that did not score at the proficient level on the Benchmark Exam. (Funds are budgeted in Lit. and Math priorities) Action Type: Alignment Action Type: Equity Action Type: Title I Schoolwide	Rick Rebsamen	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers Outside Consultants Performance Assessments Teachers 	ACTION BUDGET: \$

<p>Summer school will be offered to students at Nashville Elementary. Supplemental interventions will be offered according to the student's areas of deficiency. Supplemental services will be offered to all students not meeting proficient on the benchmark examination. Specific areas of academic deficiency will be targeted to address academic weaknesses and improve student performance. These services exceed State Standards.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education</p>	Paul Tollett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff • Performance Assessments • School Library • Teachers • Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Professional Development and Curriculum Alignment

Scientific Based Research: Labov, William. (2005) Can reading failure be reversed? A linguistic approach to the question. Cresskill, NJ: Hampton Press.

Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>All teachers will incorporate the Total Instructional Alignment model created by the participating schools in the DeQueen-Mena Educational Cooperative. Teachers will align vertically and horizontally to create a continuum of instruction that is aligned to the target test assessment document.</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Professional Development Action Type: Program Evaluation</p>	Vanessa Keaster	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
<p>Data from the 2010 and previous years Benchmark Exams will be posted on the elementary shared server. This will allow teachers, coaches, and administrators to easily access this data.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>	Paul Tollett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • Teaching Aids 	ACTION BUDGET: \$
<p>Target Testing Data will be used to review and revise teaching strategies. Results of the four target tests will be disseminated to all teachers with the D2SC software. This data will be used to chart progress of students in Math and Literacy through out the school year.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education</p>	Paul Tollett / Charlott Hill	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers 	ACTION BUDGET: \$
<p>Embedded Professional Development will be used by grade level and subject area teachers, coaches, and administrators to evaluate student scores after each Target tests. Weak areas will be identified and teaching strategies will be developed to address and reteach the SLE with low performance.</p> <p>Action Type: Alignment</p>	Paul Tollett / Charlott Hill	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance 	ACTION BUDGET: \$

<p>Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion</p>			<p>Assessments</p> <ul style="list-style-type: none"> • Teachers 	
<p>A highly trained language arts teacher will be employed by the district as Literacy Coach to oversee the Literacy program in the elementary school. The coach will assess the alignment of the language arts program with the Arkansas Frameworks and review the TIA document while working with the DeQueen Mena Educational Cooperative Literacy Specialist to insure academic consistency between grade levels. The literacy coach will oversee parent conferences and initiate cultural appropriate events. The literacy coach will be responsible for the language arts component of the student AIP files. She will provide ADE released items, examine individual AIP folders for alignment, and provide feedback to teachers concerning strategies and techniques for improving academic performance of students' not scoring proficient on the benchmark examination. The literacy coach will receive professional development for implementing target assessments and rubric evaluation. She will provide professional development for the language arts staff. (funds are allocated in the Literacy priority)</p> <p>Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development Action Type: Program Evaluation Action Type: Title I Schoolwide</p>	<p>Paul Tollett</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>All new teachers will receive Pathwise training and be assigned a mentor teacher in accordance with the ADE Praxis evaluation system. Current teachers that that are determined to need a mentor (by evaluation) will be assigned an experienced, effective teacher mentor. Discipline specific training will be offered throughout the school year that addresses improvement of Literacy & Math. A review of the Benchmark released items from previous and current years, samples of open-ended response questions and grading rubrics, and documentation of curriculum which includes the state mandated frameworks will be given to all teachers. Through data evaluation, teachers will develop academic improvement plans for students not scoring proficient or above on the benchmark examination.</p> <p>Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Paul Tollett / Rick Rebsamen</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>
<p>All new teachers will receive Pathwise training and be assigned a mentor teacher in accordance with the ADE Praxis evaluation system. Current teachers that that are determined to need a mentor (by evaluation) will be assigned an experienced, effective teacher mentor. Discipline specific training will be offered throughout the school year that addresses improvement of Literacy & Math. A review of the Benchmark released items from previous and current years, samples of open-ended response questions and grading rubrics, and documentation of curriculum which includes the state mandated frameworks will be given to all teachers. Through data evaluation, teachers will develop academic improvement</p>	<p>Paul Tollett / Rick Rebsamen</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>

plans for students not scoring proficient or above on the benchmark examination. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Special Education Action Type: Technology Inclusion				
CWT's will be conducted to gather data for instructional strategies throughout all classrooms. Administrators will look for instruction that is tied to the Arkansas frameworks and level of understanding by students. This data will be evaluated for effective teaching practices. Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development	Paul Tollett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • District Staff 	ACTION BUDGET: \$
Every student will be enrolled in a reading class. SRA Reading Labs will be purchased for each of the 30 classrooms. Students will be evaluated through the use of Star Reading Analysis. Students will receive reading instruction according to individual reading levels. Evaluation of reading improvement will be conducted quarterly. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Professional Development Action Type: Program Evaluation Action Type: Special Education Action Type: Technology Inclusion	Charlotte Hill	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Computers • Outside Consultants • Performance Assessments • School Library • Teachers • Teaching Aids 	ACTION BUDGET: \$
Total Budget:				\$0

Priority 6: Use Title III funds to increase student achievement in Literacy and Math for all ELL/LEP students at Nashville Elementary School.
 Supporting Data:
 Goal Insure that all ELL/LEP students at Nashville Elementary School meet AYP.
 Benchmark To meet or exceed AYP standards set by the Arkansas Department of Education.

Intervention: Implement teaching strategies that address ELL/LEP students.				
Scientific Based Research: Ferguson, Chris. Reaching out to diverse populations: What can schools do to foster family-school connections? Southwest Educational Development Laboratory, September 2005.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
An ESL Aide will be employed by the District to insure adequate communication and to tutor LEP students who need translation of academic materials. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement	Paul Tollett	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff 	ACTION BUDGET: \$
Teachers will be trained in strategies and techniques to teach English as a second language to students. Joe Kell, ELL Coordinator, will provide services and give support to all staff throughout the year, as needed. ESL Language Arts classes will meet the	Gail Milum	Start: 07/01/2010 End:		

individual needs of limited English students with instructors trained by the ESL Academy. Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Professional Development		06/30/2011		ACTION BUDGET: \$
Corrective Reading Comprehension will be used with all student identified as English Language Learners. Action Type: AIP/IRI Action Type: Alignment Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Special Education	Gail Milum	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Project Glad strategies will be implemented in all classrooms to integrate schooling language minority students with English speakers. This will include guided oral practice with total class modeling of reading and writing. Action Type: Alignment Action Type: Collaboration Action Type: Equity	Paul Tollett	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Total Budget:				\$0

Priority 7: Nashville Elementary Administration and Teachers will seek professional development opportunities and gather and analyze data for the success of the Nashville Elementary Students. These Professional Development resources will help the administration and teachers to insure that students will score at or above the state average on the Benchmark Exam.

Supporting Data:

Goal NES Aministration will provide professional development and structure programs to enhance student achievement.

Benchmark To meet or exceed the Benchmark AYP scores in literacy and math on the ACTAAP. These scores are 78.40 in Literacy and 77.50 in Math.

Intervention: Principals will attend professional development to enhance their ability to leadership.				
Scientific Based Research:				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Adminisrtators will seek professional development for student achievement.	Paul Tollett	Start: 07/31/2010 End: 08/01/2011		ACTION BUDGET: \$
Principals will attend the DMEC Administrator's Retreat in June each year to enhance technology, parental involvement, fiscal training, and a Data disaggregation session to enhance students test scores.	Paul Tollett	Start: 07/31/2010 End: 08/01/2011		ACTION BUDGET: \$
Principals will attend the annual Arkansas Educational Administrators Association meetings for legal and best practices strategies for student achievement.	Paul Tollett	Start: 07/31/2010 End: 08/01/2011		ACTION BUDGET: \$

Principals work closely with teachers to monitor data on student performance.	Pual Tollett	Start: 07/31/2010 End: 08/01/2011		ACTION BUDGET: \$
Principals will use CWT's to monitor teaching strategies and identify areas of professional development opportunities.	Rick Rebsamen	Start: 07/31/2010 End: 08/01/2011		ACTION BUDGET: \$
Principals and teachers will use an assessment wall to monthly determine interventions and remediation.	Ms. Hill	Start: 07/31/2010 End: 08/01/2011		ACTION BUDGET: \$
Total Budget:				\$0

Planning Team

Classification	Name	Position	Committee
Business Representative	Marilyn Britt	Member	Steering
Classroom Teacher	Allison Dixon	Member	Wellness
Classroom Teacher	Becky Floyd	Member	Mathematics
Classroom Teacher	Becky Reeder	Chairperson	Mathematics
Classroom Teacher	Bernice Jamison	Member	Literacy
Classroom Teacher	Beverly Tedford	Chairperson	Special Education
Classroom Teacher	Carol Martin	Member	Special Education
Classroom Teacher	Charlotte Binkley	Member	Mathematics
Classroom Teacher	Charlotte Hill	Member	Steering
Classroom Teacher	Gail Milum	Member	Literacy
Classroom Teacher	Gaye Graham	Member	Special Education
Classroom Teacher	Janet Copeland	Member	Mathematics
Classroom Teacher	Janet McCullough	Member	Special Education
Classroom Teacher	Jaree Hall	Member	Steering
Classroom Teacher	Joanna Howard	Chairperson	Wellness
Classroom Teacher	Joy Freel	Member	Mathematics
Classroom Teacher	Karen Kell	Member	Mathematics
Classroom Teacher	Karen Terrell	Member	Mathematics
Classroom Teacher	Karen Tollett	Member	Literacy
Classroom Teacher	Katie Corbell	teacher	wellness
Classroom Teacher	Kristi Cox	Member	Literacy
Classroom Teacher	Kristi Vines	Literacy	member
Classroom Teacher	LaDonna Curtis	Member	Special Education
Classroom Teacher	Lafe Caton	Member	Wellness
Classroom Teacher	Laura Pope	Member	Literacy
Classroom Teacher	Leah Hainen	Member	Literacy

Classroom Teacher	Marcia Aylett	Member	Mathematics
Classroom Teacher	Morgan Howard	Teacher	Wellness
Classroom Teacher	Sarah Smith	Chairperson	Literacy
Classroom Teacher	Stacy Bright	Teacher	Literacy
Classroom Teacher	Twyla Nichols	Member	Literacy
Community Representative	Don White	Business Leader	Steering
District-Level Professional	Daryl McJunkins	Member	Steering
District-Level Professional	Joe Kell	Assistant Superintendent	Steering
Non-Classroom Professional Staff	Connie Whisenhunt	Member	Special Education
Non-Classroom Professional Staff	Jeri Loveliss	Member	Special Education
Non-Classroom Professional Staff	Karen Richards	Member	Wellness
Non-Classroom Professional Staff	Kerry Bridgeman	Lit Lab	Member
Non-Classroom Professional Staff	Marianela Jamison	Para-Pro	Literacy
Non-Classroom Professional Staff	Regina Ray	Member	Steering
Non-Classroom Professional Staff	Tina Conzel	Member	Wellness
Non-Classroom Professional Staff	Vanessa Keaster	Member	Steering
Parent	Amelia Moorer	Parent	Steering
Principal	Paul Tollett	Principal	Steering
Principal	Rick Rebsamen	Chairperson	Steering



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School Plan

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NASHVILLE PRIMARY SCHOOL

Arkansas Comprehensive School Improvement Plan

2010-2011

We, the staff of Nashville Primary School, believe that all children have the right to be accepted as individual learners. We provide opportunities for students to become proficient in literacy and math, and we are committed to guiding students to achieve their maximum potential as educated, responsible citizens of our community.

Grade Span: K-3

Title I: Title I Schoolwide

School Improvement: SI_M

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Priority 1: Literacy

Goal: Nashville Primary students will improve their reading scores on the ITBS as well as score at or above the state average on the literacy section of the third grade benchmark exam.

Priority 2: Special Education

Goal: Reduce % of black students in special education.

Priority 3: Mathematics

Goal: Nashville Primary students will score at or above the state average on the ITBS as well as the third grade benchmark exam.

Priority 4: Wellness

Goal: Nashville Primary students will exhibit healthier BMI results.

Priority 5: Leadership

Goal: Improve leadership skills at the building level therefore enabling Nashville Primary students to score at or above the state average on the literacy and math sections of the third grade benchmark exam as well as the ITBS exams.

Priority 1: Improving Literacy

Supporting
Data:

1. 3rd Grade Benchmark Exam: 2010 Benchmark scores indicated that 22% of our combined population scored basic or below. Our only subpopulation that continues to be a concern is our economically disadvantaged population with 27% scoring basic or below. Our 2009 Benchmark scores showed that 29% of our combined populations scored basic or below. Our Caucasian population had only 17% scoring basic and below, our Hispanic population had only 35% scoring basic or below, but our African American population had 47% scoring basic or below (an area of concern). Our economically disadvantaged population had 37% scoring basic or below (another area of concern) and our LEP students had 50% scoring basic or below while our students with disabilities had 69 % scoring basic or below. In the Spring of 2008, 29% of our combined populations scored basic or below in literacy, however 47% of our African American students scored basic or

below. Thirty-seven percent of our economically disadvantaged students scored basic or below as well as 47% of our students with disabilities. Forty-three percent of our Hispanic students scored basic or below and 66% of our LEP students.

2. The MAT 8 test given in the Spring of 2010 to our kindergarten students showed that our K students combined population scored 56-5 but our economically disadvantaged group scored only 36-4. The SAT 10 test given to first grade indicated that the combined population scored 43-5 while the economically disadvantaged subpop scored only 38-4. The second grade SAT 10 scores indicated a combined population score of 41-5 with the economically disadvantaged supop scoring only 36-4. The MAT 8 test was given in K in the Spring of 2009. The combined population score was 54-5. African American students scored 53-5 while the Hispanic students scored 34-4 and the Caucasian scored 63-6. Our economically disadvantaged students scored 51-5 while our students with disabilities scored 37-4, and our LEP students scored 37-4. Our first graders took the SAT 10 test. The combined population score for first grade was 39-4. Our African American students scored 27-4, while the Hispanic students scored 35-4 and the Caucasians scored 48-5. Our economically disadvantaged students scored 35-4 while our students with disabilities scored 21-3 and our LEP scored 35.4 The second graders also took the SAT 10. Their combined population scored was 41-5. The African American students scored 24-4 while the Hispanic scored 21-3 and the Caucasian scored 57-5. Our economically disadvantaged students scored 30-4 while our students with disabilities scored 19-3 and the LEP students scored 16-3. The third grade also took the SAT 10 test. The combined population score in reading comprehension was 41. The African American students scored 25 while the Hispanic students scored a 36 and the Caucasian students scored a 52. The economically disadvantaged students scored a 32 while the students with disabilities scored an 11 and the LEP scored a 27. The SAT 10 test was given in the Spring of 2008. First grade students had a combined population of 50% that scored below the 50th percentile in literacy/reading comprehension. 57.9% of the African American population scored below the 50th percentile, 55.8% of the Economically Disadvantaged, 81.8% of the LEP population, and 72.7% of the Students with Disabilities. Second grade students had a combined population of 69.1% that scored below the 50th percentile in literacy/reading comprehension. 80% of the African American population, 77.6% of the Economically Disadvantaged population, 90.5% of the Limited English Proficient population, 86.7% of the Students with Disabilities scored below the 50th percentile. Third grade students had a combined population of 53.3% that scored below the 50th percentile in literacy/reading comprehension. 69.7% of the African American population scored below the 50th percentile, 63.4 % of the Economically Disadvantaged, 83.3% of the Limited English Proficient population, and 73.3% of the Students with Disabilities scored below the 50th percentile.
3. Discipline referral and attendance records support the need for intervention with the subpopulations, especially our economically disadvantaged group.
4. Nashville Primary School uses the DIBELS assessments to determine students in need of intensive interventions in language arts. 73% of those students are considered economically disadvantaged students. 27% of those students are African-American, and 19% are Hispanic.

Goal Nashville Primary students will improve their reading scores on the ITBS as well as score at or above the state average on the literacy section of the third grade benchmark exam.

Benchmark To meet AYP (78.4)standard developed by the Arkansas Department of Education and exceed our current score(80).

Intervention: Employ ELL aides to assist ELL students in literacy acquisition.				
Scientific Based Research: "Meeting the Needs of Students with Limited English Proficiency," U.S. General Accounting Office, February, 2001. "Classroom Instruction That Works with English Language Learners," Hill and Flynn, 2001. "Why Some Latino Children Beat the Odds" by the Morrison Institute for Public Schools (2006) "Focusing on Effectiveness: English Language Learners" 2005 Northwest Regional Ed. Laboratory				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Employ two ELL aides to tutor ELL students. Action Type: Equity	Interview Committee	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff 	ELL (State-276) - Employee Benefits: \$10281.50 ELL (State-276) - Employee Salaries: \$30740.00 <hr/> ACTION BUDGET: \$41021.5
Purchase testing and other supplies to identify qualified students for ELL program and tutor those students.	ELL District Coordinator	Start: 07/01/2010 End:	<ul style="list-style-type: none"> Administrative Staff 	<hr/> ACTION BUDGET: \$

Action Type: Equity		06/30/2011		
Evaluate the effectiveness of the ELL program each year according to data from formative and summative assessments. Action Type: Program Evaluation	District Staff	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff	ACTION BUDGET: \$
Total Budget:				\$41021.5

Intervention: Increase number of teachers to improve quality of instruction.
 Scientific Based Research: "Class Size: Counting Students Can Count," Fall, 2003, American Education Research Assoc. "Class Size Reduction: Myths and Realities" <http://www.2.3d.gov>, October 2002

Actions	Person Responsible	Timeline	Resources	Source of Funds
Title I, NSLA, and Title IIA money will be used to hire 4 FTE highly-qualified teachers and 4 paraprofessionals to improve the quality of instruction in Literacy and to aid implementation of student interventions. Each year effectiveness will be evaluated using formative and summative assessments. Action Type: Equity Action Type: Title I Schoolwide	Interview Committee	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff	Title II-A - Employee Salaries: \$100000.00 Title II-A - Employee Benefits: \$20281.00 Title I - Employee Salaries: \$116652.00 Title I - Employee Benefits: \$33685.16 NSLA (State-281) - Employee Benefits: \$9175.00 NSLA (State-281) - Employee Salaries: \$36700.00 <hr/> ACTION BUDGET: \$316493.16
Total Budget:				\$316493.16

Intervention: Provide summer school for students needing remediation.
 Scientific Based Research: "Out-of School Time Programs for At-Risk Students" by Kirsten Miller, David Snow, and patricia Lauer (2004) "On Summer Loss" by John Hopkins University, Center for Summer Learning (2004)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Teachers will be hired to teach summer school. Action Type: Equity Action Type: Title I Schoolwide	Administrative Staff	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff	Title I - Employee Benefits: \$1850.00

				Title I - Employee Salaries: \$7500.00 <hr/> ACTION BUDGET: \$9350
Students will be identified for remediation/enrichment of skills, based on their formative and summative assessments as well as a teacher survey of student performance. Action Type: AIP/IRI Action Type: Equity	Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Materials and supplies will be purchased for summer school and for interventions throughout the school year. Action Type: Alignment Action Type: Title I Schoolwide	Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teaching Aids 	Title I - Materials & Supplies: \$3500.00 <hr/> ACTION BUDGET: \$3500
The effectiveness of the summer school program will be evaluated each year utilizing formative and summative assessments. Action Type: Program Evaluation	Administrative Staff, Teachers, Counselors	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$12850
Intervention: Students in need of remediation will be offered after-school tutoring.				
Scientific Based Research: "Afterschool Achievement: Strengthening Literacy and Other Skills" by Geoffrey Alan (2006) "High-Performing Afterschool Programs Share Five Characteristics" by Southwest Educational Development Laboratory (2006)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will be identified for tutoring classes based on their Iowa Test scores. Action Type: AIP/IRI Action Type: Equity	Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Title I funds will be utilized to hire certified teachers to teach after-school tutoring with an emphasis on improving literacy skills. Action Type: Equity Action Type: Title I Schoolwide	Administrative Staff	Start: 07/01/2010 End: 06/30/2011		Title I - Employee Benefits: \$2000.00 Title I - Employee Salaries: \$7500.00 <hr/> ACTION BUDGET: \$9500
The after-school tutoring program will be re-evaluated each year according to formative and summative assessment data to determine effectiveness and continuation of the program. Action Type: AIP/IRI	Administrative Staff, Teachers, Counselors	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

Action Type: Program Evaluation				
Total Budget:				\$9500
Intervention: Improve students' literacy skills through the use of technology.				
Scientific Based Research: "A New Golden Age in American Education: How the Internet, the Law, and Today's Students Are Revolutionizing Expectations" National Education Technology Plan (2004) "Using Assistive Technology to Support Writing" by the Center for Implementing Technology in Education (2006)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Continue to update computer software/hardware in the primary school classrooms and computer lab to develop and remediate reading and writing skills. Action Type: Technology Inclusion	Technology Committee	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Computers Teachers 	Title VI State - Materials & Supplies: \$1000.00 ACTION BUDGET: \$1000
Teachers will be offered six hours of technology training each year to improve technology instruction. Action Type: Technology Inclusion	Technology Coordinators, Area Coop	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Central Office Computers Outside Consultants 	ACTION BUDGET: \$
Utilize the arts (music and art classes) to enhance student learning with technology. Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion	Stacia Petty, Music Teacher and Tricia Elliott, Art Teacher	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Total Budget:				\$1000
Intervention: Improve literacy and math skills through parental involvement.				
Scientific Based Research: "Parental Involvement Is as Easy as Pie!" Hopkings, Education World, 2004.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Continue active parent volunteer program in primary (VIP) in collaboration with foster grandparent program, and parent volunteers. Action Type: Parental Engagement	Teachers, Parent Coordinators	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Establish Parent Information Center. Action Type: Parental Engagement	Parent Coordinators	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Post on website and Edline as well as send out paper copies of monthly principals' newsletter with current events and parenting information. Action Type: Parental Engagement	Principals	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Publish ads in local newspapers thanking parents for their participation in PT conferences, Open House, Parent Nights, etc.	Parent Coordinators	Start: 07/01/2010	<ul style="list-style-type: none"> Administrative Staff 	

Action Type: Parental Engagement		End: 06/30/2011	• Teachers	ACTION BUDGET: \$
Send home nine weeks grade level syllabus and weekly grade level plans. Action Type: Parental Engagement	Teachers	Start: 07/01/2010 End: 06/30/2011	• Teachers	ACTION BUDGET: \$
Teachers will receive 2 hours of training and administrators will receive 3 hours of staff development training to enhance understanding of effective parental involvement. Action Type: Parental Engagement	Area Coop, Parent Coordinators	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Outside Consultants	ACTION BUDGET: \$
All parents will be invited to an Open House Night to welcome parents and students to our school and to share expectations for the school year. Action Type: Parental Engagement	Teachers	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: \$
Include school's process for resolving parental concerns in school handbook. Action Type: Equity Action Type: Parental Engagement	Shirley Wright, Principal, Terry Young, Assistant Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff	ACTION BUDGET: \$
Appoint parent facilitator. Action Type: Parental Engagement	Shirley Wright, Principal, Terry Young, Assistant Principal	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff	ACTION BUDGET: \$
Utilize Edline program technology to enable parents to check their child's academic progress daily as well as stay informed of school news. Action Type: Parental Engagement	Teachers	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: \$
Effectiveness of our Parental Involvement Program will be evaluated each year by conducting a parent survey concerning the program. Action Type: Program Evaluation	Facilitator	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Utilize literacy coach to supervise implementation of comprehensive literacy program.

Scientific Based Research: National Reading Panel Report (2000); Put Reading First (2001) Research-Based Methods of Reading Instruction K-3, (2004)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Employ literacy coach. Action Type: Equity	Interview Committee	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Central Office • Teachers	ACTION BUDGET: \$

Provide literacy coach with materials and supplies. Action Type: Equity	Administrative Staff	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Provide supplies and materials for reading classrooms. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity	Administrative Staff	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Provide continous staff development for primary school staff in comprehensive literacy. Action Type: Professional Development	Administrators, Literacy Coach, ADE Specialists	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
Mentor teachers who are having difficulty with literacy components, in particular writing/open response questioning techniques and strategies. Action Type: AIP/IRI Action Type: Collaboration Action Type: Professional Development	Becky Stanley, Literacy coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments 	ACTION BUDGET: \$
Assist teachers in identifying and tracking "bubble kids", the students scoring basic, but within a few points of proficiency who need additional intensive interventions. Action Type: AIP/IRI Action Type: Collaboration	Shirley Wright, Principal, Terry Young, Assistant Principal, Becky Stanley, Literacy coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Evaluate effectiveness of coaching model by studying assessment data using formative and summative assessments. Action Type: Program Evaluation	Administration	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Nashville Primary School will utilize a comprehensive literacy approach to phonics and phonemic awareness instruction, fluency and word study/spelling instruction, vocabulary, comprehension, and writing instruction.

Scientific Based Research: National Reading Panel Report (2000); Put Reading First (2001); Classroom Instruction that Works by Marzano and Pickering(2001);The Fluent Reader by Timothy Rasinski (2003);Research Based Methods of Reading Instruction K-3 by Sharon Vaughn (2004);Words Their Way by Shane Templeton (2004); Building Academic Vocabulary by Marzano and Pickering (2005);I've Dibel'd Now What by Susan Hall (2006)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will receive explicit instruction in phonics, phonemic awareness, fluency, vocabulary, comprehension, and writing aligned with the curriculum standards. Action Type: AIP/IRI Action Type: Alignment	Classroom Teachers, Literacy Coaches	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Administrators and the literacy coach will monitor the level of implementation in classrooms according to the observation protocol and/or classroom walk-throughs. The program will be evaluated by the administration and the literacy coach by observation and disaggregation of formative and summative assessment data.	Shirley Wright, Principal, Terry Young, Assistant Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$

Action Type: Collaboration Action Type: Program Evaluation				
DIBELS assessments will be administered 3 times a year. Progress will be monitored monthly. Additional diagnostic assessments will be administered to students at risk of reading failure and additional instruction/interventions will be put in place for those students. Action Type: AIP/IRI Action Type: Alignment	Teachers, Literacy Coach	Start: 07/01/2010 End: 06/30/2011		ACTION BUDGET: \$
Teachers will participate in continous comprehensive literacy training and other research based professional development such as ELLA II, Pathwise, Talents Unlimited, Step Up to Writing, etc. Action Type: Professional Development Action Type: Title I Schoolwide	Literacy Coach, ADE Specialists	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	Title I - Purchased Services: \$17691.50 ACTION BUDGET: \$17691.5
Parents will be informed of student progress in the literacy program through reports, conferences, Edline, parent nights, etc. Action Type: Parental Engagement	Classroom Teachers, Literacy Coach	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
An assessment wall is utilized to track student's progress with their current reading levels and progress. Students are identified and monitored who are deemed at risk. Action Type: AIP/IRI Action Type: Alignment	Principal, Literacy Coach, Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Total Budget:				\$17691.5

Intervention: Language Arts Curriculum Alignment				
Scientific Based Research: "Getting Results with Curriculum Mapping" by Heidi Hayes Jacobs (2004)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Implement TIA document from the DeQueen Mena Educational Cooperative which is aligned with the state math curriculum frameworks and will be continually evaluated and updated to insure improvement in student instruction. Action Type: Alignment	Teachers, Outside Consultants	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Teachers 	ACTION BUDGET: \$
Teachers will hold weekly grade level meetings to share strategies and techniques. Action Type: Alignment Action Type: Collaboration	Teachers, Administration	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$
Implement Target Assessments to measure progress toward meeting proficiency goals in literacy. Action Type: Alignment Action Type: Program Evaluation	Teachers, Administration, Outside Consultants	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Outside 	ACTION BUDGET: \$

				Consultants • Teachers	
Total Budget:					\$0
Intervention: Nashville Primary due to its Year 2 School Improvement Status will provide supplemental services in order to meet AYP.					
Scientific Based Research: "Afterschool Achievement: Strengthening Literacy and Other Skills" by Geoffrey Alan (2006) "High-Performing Afterschool Programs Share Five Characteristics" by Southwest Educational Development Laboratory (2006)					
Actions	Person Responsible	Timeline	Resources	Source of Funds	
Supplemental Services will be provided to students who did not make AYP on state mandated exams. Action Type: AIP/IRI	Administration	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$	
Parents will be notified of Year 2 School Improvement Status. Action Type: AIP/IRI	Administration	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Central Office 	ACTION BUDGET: \$	
Providers of supplemental services will be monitored to ensure goals, objectives and timeframes as identified in individual student learning plans are being met. Action Type: AIP/IRI	Administration	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$	
Building leadership team will be trained in data analysis and its effective use in instructional planning. Action Type: AIP/IRI	Administration	Start: 07/01/2010 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$	
Total Budget:					\$0

Priority 2: Special Education

- Supporting Data:
- In the 2002-03 school year, 41.46% of special education students were black. In the 2003-04 school year, 40.37% of special education students were black. In the 2004-05 school year, 36.16% of special education students were black. In the 2005-2006 school year, 32% of special education students were black. In the 2006-07 school year, 29.18% of special education students were black. In the 2007-08 school year, 30.18% of special education students were black. In the 2008-09 school year, 28.91% of special education students were black. The Nashville School District has reduced the number of special education students who are black by 12.55% since the 2002-03 school year. The difference between the district's black student population and the special education black population is 5.60%. The trigger value that indicates a disproportionate representation of minority students is 13.152%. This data is provided by the Arkansas Department of Education – Special Education Unit in the Focused Monitoring/ACSIIP Special Education District Data Profile.
- Goal Reduce % of black students in special education.
- Benchmark By the end of the 2010-11 school year, the difference between African American students in special education and general education will be maintained at the current percentage or reduced at the district level.

Intervention: Disproportionality Reduction/				
Scientific Based Research: Closing the achievement gap: Principles for improving the educational success of all students. ERIC Digest. New York, NY: ERIC Clearinghouse on Urban Education. Kohler, P. and Reese, J. (2005, September 20). JEDI: A powerful force in Arkansas schools. Counterpoint Snyder, N. (2005, March 1). IDEA '04 bring changes in early intervention, prevention. THE ASHA Leader, pp. 1, 28-29.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
<p>Maintain the established pre-referral process for consideration of special education services. Implementing the RTI procedures involves collecting specific data for the student experiencing academic difficulties. This data includes vision and hearing screenings, classroom observation, parent information, performance on standardized tests, interventions attempted, etc. The RTI Team will convene to examine the data, review the concerns, discuss possible early intervention services, and make recommendations. Early intervention services may include My Reading Coach; Early Bird Program; After School Tutoring; and/or School Based Mental Health services. Following a period of implementation of early intervention services, a conference will be held to determine whether early intervention services have been successful, whether additional early intervention services should be attempted, or whether special education referral is appropriate. Evaluation will be based on the reduction of the number of students referred to special education.</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Program Evaluation Action Type: Special Education</p>	<p>Len Fletcher, Susan Hicks</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants • Performance Assessments • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Target kindergarten students performing below average on the kindergarten pre-assessment screening and students transitioning from pre-school special education programs. Early intervention strategies will be implemented to address deficit areas. These strategies may include "Early Bird" Program; After School Tutoring; Learning Milestones; My Reading Coach; and/or School Based Mental Health services. All of these interventions include an evaluation component that measures the student performance during the student's participation in the program. Evaluation will be based on the reduction of special education referrals..</p> <p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Program Evaluation Action Type: Special Education</p>	<p>Len Fletcher</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers • Teaching Aids 	<p>ACTION BUDGET: \$</p>
<p>Continue an "Early Bird" Program to prepare targeted pre-school students for a successful kindergarten experience. Identified students will be invited to participate in a summer school pre-literacy program. The program is designed to acquaint targeted students with getting ready to learn skills. The student will be more familiar with the learning expectations of the kindergarten curriculum when the school year begins. In addition, summer school will also be offered to other high-risk students with a small teacher student ratio for more individualized instruction. Teachers will be hired and supplies purchased to implement the program. Deficit areas will be addressed to build student performance.</p>	<p>Shirley Wright</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • District Staff • Outside Consultants • Performance Assessments • Teachers 	<p>ACTION BUDGET: \$</p>

<p>Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity Action Type: Parental Engagement Action Type: Program Evaluation Action Type: Special Education</p>				
<p>"My Reading Coach" software will continue to be employed to target 2-3 high-risk students. This software addresses the 5 basic reading components. This software guarantees success in reading skills for students participating in the 60-hour process. Administrators and teachers will assist in the selection of students to participate in this program. Monthly assessments administered through the comprehensive literacy program will evaluate progress of student performance. Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Special Education Action Type: Technology Inclusion</p>	<p>Daryl McJunckins</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Computers 	<p>ACTION BUDGET: \$</p>
<p>After-School Tutoring will be offered to struggling students with a high risk of failure. Teachers will be hired and supplies purchased to implement the program. The program will allow a low teacher/student ratio with one teacher assigned to approximately 8 or 9 students. Instruction will address literacy skills one afternoon each week and math skills another afternoon each week. Student performance will be evaluated on a monthly basis through the DIBELS assessments Action Type: AIP/IRI Action Type: Alignment Action Type: Equity Action Type: Special Education</p>	<p>Daryl McJunckins, Administrative Staff</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Continue a Language Enrichment class to address special language needs of entering kindergarten students with a primary language other than English. This small class instruction will explore instructional English to enhance the acquisition of skills in the general education kindergarten classroom. The intent of this program is to reduce the referral of LEP students which may inadvertently result in misidentification of the LEP population. Evaluation will be conducted by comparing the pre-assessment data with post-assessment results at the end of the second semester. Action Type: Special Education</p>	<p>Daryl McJunckins, Special Ed Supervisor, Len Fletcher, Special Education Teacher</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	<p>ACTION BUDGET: \$</p>
<p>Employ 1 paraprofessional for self-contained special education classroom. Action Type: Special Education</p>	<p>Administration</p>	<p>Start: 07/01/2010 End: 06/30/2011</p>	<ul style="list-style-type: none"> • Administrative Staff 	<p>NSLA (State-281) - Employee Salaries: \$15370.00 NSLA (State-281) - Employee Benefits: \$5008.00</p>

					ACTION BUDGET:	\$20378
Total Budget:						\$20378

Priority 3: To improve math skills

Supporting Data:

1. 3rd Grade Benchmark: In 2010, our third grade students had a combined population of 12% scoring basic or below. Our economically disadvantaged subpopulation that continues to cause concern had 18% scoring basic and below. In 2009, our third grade students had a combined population of 17% that scored basic or below. 29% of our African American populations scored basic or below and 17% of our Hispanic population. 24% of our economically disadvantaged students scored basic or below and 33% of our LEP students, while 56% of our students with disabilities scored basic or below. In 2008, our third grade students had a combined population of 29% that scored basic or below in math. 40% of our African American population scored basic or below, and 25% of our LEP students scored basic or below. 26% of our economically disadvantaged population scored basic or below as well. The strands of geometry and measurement were our greatest concern for the majority of the subgroups.
2. Norm Referenced Test: The MAT 8 test taken by our kindergarten students in 2010 indicated that our combined population scored 38-4 in math. Our economically disadvantaged subpop scored only 32-4. Our first grade students took the SAT 10 test and scored 38-4 on the math section, but our economically disadvantaged students only scored 32-4. Second grade student scored a 44-5 on the math portion of the SAT 10 test, while the economically disadvantaged group only scored 41-5. The MAT 8 test was given to the kindergarten students in the Spring of 2009. The combined population score was 39-4. The African American students scored 30-4 while the Hispanic students scored 26-4 and the Caucasian students scored 49-5. Our economically disadvantaged students scored 35-4 while our students with disabilities scored 35-4 and our LEP students scored 28-4. The first grade students took the SAT 10 test. The combined population score was 33-4. The African American students scored 21-3 while the Hispanic students scored 26-4 and the Caucasian students scored 45-5. Our economically disadvantaged students scored 29-4 while our students with disabilities scored 22-3 and our LEP students scored 26.4. Second grade students also took the SAT 10. The combined population score was 51-5. African American students scored 37-4 while the Hispanic students scored 40-5 and the Caucasian scored 61-6. Our economically disadvantaged students scored 46-5 while the students with disabilities scored 24-4 and the LEP students scored 33-4. Third grade students also took the SAT 10 test. the combined population score in reading comprehension was 52. The African American students scored 39 while the Hispanic scored 66 and the Caucasian scored 66. The economically disadvantaged students scored a 45 while the students with disabilities scored 18 and the LEP scored 38. The SAT 10 test was given in the Spring of 2008. The first grade had a combined population of 63.1% that scored below the 50th percentile in Math Problem Solving. Africn American students had a population of 67.9%, Economically Disadvantaged students had a population of 68.6%, Limited English Porficient had a population of 81.8%, and Students with Disabilities had 100% of their population scoring below the 50th percentile. Second grade had a combined population of 53.3% scoring below the 50th percentile in math problem solving. African American students had a population of 68.9%, Economically Disadvantaged students had 62.6%, Limited English Proficient had a population of 76.2%, and Students With Disabilities had 73.3% of their population scoring below the 50th percentile. Third grade students had a combined population of 44.7% scoring below the 50th percentile in math problem solving. African American students had a population of 63.6%, Economically Disadvantaged had 54.8%, Limited English Proficient had 66.7%, and Students with Disabilities had 73.3% of their population scoring below the 50th percentile.
3. Discipline and counseling referrals continue to increase at approximately 10% each year at the primary school. Character education and character development were determined to be an area of weakness. Our economically disadvantaged students have more referrals than our combined population.

Goal Nashville Primary students will score at or above the state average on the ITBS as well as the third grade benchmark exam.
 Benchmark To meet the AYP standard developed by the Arkansas Department of Education (77.5) or exceed our current score of 88%. Combined population and subgroups will meet the targeted AYP.

Intervention: Math Curriculum Alignment				
Scientific Based Research: "Getting Results with Curriculum Mapping," Heidi Hayes Jacobs (2004)				
Actions	Person Responsible	Timeline	Resources	Source of Funds

Implement TIA document from the DeQueen Mena Educational Cooperative which is aligned with the state math curriculum frameworks and will be continually evaluated and updated to insure improvement in student instruction. Action Type: Alignment Action Type: Program Evaluation	Math Committee	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Teachers will hold weekly grade level meetings to share strategies and techniques. Action Type: Collaboration	Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Several teachers will attend the math conferences/workshops each year to stay abreast of current math practices and programs. Action Type: Professional Development	Math Committee	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
Implement Target Assessments to measure progress toward meeting proficiency goals in math. Action Type: AIP/IRI Action Type: Alignment	Teachers, DMEC Consultants	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants Teachers 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Enrich students' math skills through the use of technology.				
Scientific Based Research: "A New Golden Age in American Education: How the Internet, the Law, and Today's Students Are Revolutionizing Expectations" National Education Technology Plan (2004) "Using Assistive Technology to Support Writing" by the Center for Implementing Technology in Education (2006)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Evaluate, select, and implement new math software/hardware each year for network use in the classrooms and the computer lab. Action Type: Technology Inclusion	Technology Committee	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers Teachers 	ACTION BUDGET: \$
Teachers will be offered six hours of technology training each year to improve technology instruction. Action Type: Technology Inclusion	Coop staff, Tech coordinators	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Computers District Staff Outside Consultants 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Summer School				
Scientific Based Research: "Out-of School Time Programs for At-Risk Students" by Kirsten Miller, David Snow, and patricia Lauer (2004) "On Summer Loss" by John Hopkins University, Center for Summer Learning (2004)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will be identified for remediation of skills. Intervention: After-School Tutoring Action Type: AIP/IRI	Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Scientific Based Research: "Afterschool Achievement: Strengthening Literacy and Other Skills" by Geoffrey Alabaster (2006) "High-Performing Afterschool Programs Share Five Characteristics" by Southwest Educational Development Laboratory (2006)				

Actions	Person Responsible	Timeline	Resources	Source of Funds
Students will be identified for tutoring classes. Action Type: AIP/IRI Action Type: Equity	Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Title I funds will be used to hire certified teachers to teach after-school tutoring with emphasis on improving math skills. Action Type: Equity Action Type: Title I Schoolwide	Administrative Staff	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title I - Employee Benefits: \$2000.00 Title I - Employee Salaries: \$7500.00 <hr/> ACTION BUDGET: \$9500
The after-school tutoring program will be re-evaluated each year according to student formative and summative assessment data to determine effectiveness and continuation of the program. Action Type: Program Evaluation	AdministrativeStaff, Teachers, Counselors	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Total Budget:				\$9500

Intervention: Professional Development

Scientific Based Research: Teacher Professional Development: It's Not an Event, It's a Process by Sandra Harwell (2003) Designing Professional Development for Teachers of Science and Math by Susan Loucks-Horsley (2003) An Enquiry Into Continuing Professional Development for Teachers by Dr. Sandra Leaton Gray (2005)

Actions	Person Responsible	Timeline	Resources	Source of Funds
Provide professional development training that improves knowledge, skills and effective instructional practices of teachers and principals by attending workshops such as Cognitively Guided Instruction,etc. Action Type: Professional Development Action Type: Title I Schoolwide	Administrative Staff	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Central Office Outside Consultants Teachers 	Title I - Purchased Services: \$17691.50 <hr/> ACTION BUDGET: \$17691.5
Hire substitutes to replace teachers during professional development training. Action Type: Professional Development	Administrative Staff	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
Utilize educational cooperative math specialist to model math lessons in classrooms. Action Type: Professional Development	Math Committee	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Outside Consultants 	ACTION BUDGET: \$
Conduct ITBS and third grade benchmark information workshops with teachers and parents. Parents will sign-off on AIP's from third grade benchmark exam and IRI's from the SAT 10 exam.	Administrative Staff	Start: 07/01/2010 End:	<ul style="list-style-type: none"> District Staff Outside Consultants 	ACTION BUDGET: \$

Action Type: Professional Development		06/30/2011		
Reassessment of professional development plan each year by teachers and administrators to insure quality professional development that meets the needs of our students. Action Type: Professional Development	Administrative Staff	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • District Staff 	ACTION BUDGET: \$
Total Budget:				\$17691.5

Intervention: Character Education				
Scientific Based Research: "Character Education: A New Emphasis on an Old Idea"/NAESP/Spring, 2004.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Continue implementation of character education program to insure positive, safe, and drug-free school environment. Action Type: Collaboration	Teachers, Counselors	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Teachers 	Title VI State - Materials & Supplies: \$1000.00 Title IV-A - Materials & Supplies: \$2140.51 <hr/> ACTION BUDGET: \$3140.51
Evaluate and examine discipline and counseling referrals, APSCN discipline data, school report cards, etc. to determine effectiveness of character education program each year. Action Type: Program Evaluation	Administrative Staff, Counselors	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • District Staff • Teachers 	ACTION BUDGET: \$
Nashville Primary will employ .5 guidance counselors to continue character education instruction and individual counseling and instruction. Action Type: Collaboration	Administration	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff 	NSLA (State-281) - Employee Salaries: \$26866.00 NSLA (State-281) - Employee Benefits: \$6714.00 <hr/> ACTION BUDGET: \$33580
Total Budget:				\$36720.51

Intervention: Establish an Alternative Learning Environment for second and third grade students.				
Scientific Based Research: An Alternative Learning Program: Effects on Student Motivation and Self-Esteem by Joe Nichols and William Utesch (2003) "Alternative Learning Environment Report" by the Bureau of Legislative Research (2006) Teaching Children With Attention Deficit Hyperactivity Disorder: Instructional Strategies and Practices (2006) U.S. Dept. of Education				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Employ teacher to teach ALE classroom. Action Type: AIP/IRI	Shirley Wright, Principal	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff 	ALE (State-275) - Employee Salaries: \$44400.00 ALE (State-275) - Employee Benefits: \$11300.00 <hr/> ACTION BUDGET: \$55700
Utilize para-professional from Southwest Arkansas Mental Health to work in ALE classroom.	Living Hope	Start: 07/01/2010 End:	<ul style="list-style-type: none"> • Outside Consultants • Teachers 	ACTION BUDGET: \$

Action Type: Collaboration		06/30/2011		
Teachers recommend students for ALE classroom who have at-risk behaviors. Action Type: AIP/IRI Action Type: Collaboration Action Type: Equity	Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Teachers 	ACTION BUDGET: \$
Evaluate ALE program each year by utilizing formative and summative assessments. Action Type: Program Evaluation	Administration	Start: 07/01/2010 End: 06/30/2009	<ul style="list-style-type: none"> Administrative Staff 	ACTION BUDGET: \$
Total Budget:				\$55700

Priority 4: Improving Wellness.

- Supporting Data:
- The 2006-2007 BMI results for Nashville Primary indicated that 38% of males in Kindergarten were at risk for overweight or overweight and 29% of females. In first grade 37% of males were at risk and 40% of females. In second grade 35% of males were at risk and 46% of females. Third grade had 46% of males at risk and 37% of females at risk for overweight or overweight. The 2007-2008 BMI results for Nashville Primary indicated the following: Kindergarten results showed that 35.8% of the males were at risk for overweight or overweight, and 37.1% of the females were at risk for overweight or overweight. Second Grade results indicated that 39.7% of males were at risk and 48.4% of females. The BMI Assessment for 2008-2009 indicated that 37.8% of all kindergarten males were overweight or obese, and 28.2% of all kindergarten females were overweight or obese. Second grade had 42.9% of all males indicating overweight or obesity, and 24.5% of all females indicating overweight or obesity.
 - In 2006-2007 approximately 16.7% of all children measured at Nashville Primary School were in the at risk overweight category and approximately 21.5% of all children measured were identified as overweight. In 2007-2008 BMI Assessment, approximately 18.5% of all children measured were in the at risk for overweight category, and approximately 21.3% of all children measured were identified as overweight. The BMI results in 2008-2009 indicated that 21.9% of all males were obese and 18.9% of all males were obese in the Nashville School District as a whole. Nashville Primary had 20.4% of all males listed as obese and 11.3% of all the females listed as obese.
 - According to the Arkansas Governor's Initiative Healthy Arkansas, 55.3% of Arkansans failed to meet recommendations for moderate or vigorous activity. (<http://www.arkansas.gov/ha/physical>) The statewide results for BMI indicated that 20.6% of all students were overweight and 17.2% of all students in the state were at risk for being overweight.

Goal Nashville Primary students will exhibit healthier BMI results.

Benchmark Healthier BMI results will be evident by June 30, 2011. There will be a decrease in the percentage of students who are overweight or at-risk of being overweight.

Intervention: Nashville Primary School will encourage strategies and activities that encourage a non-sedentary lifestyle.				
Scientific Based Research: "Let's Get Physical--Promotion and Education Strategies" by Dr. Hal Wechsler (http://www.fns.usda.gov/oane/menu/NNEC/Files/2003/LetsGetPhysical.pdf)				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Encourage participation in extracurricular program that supports physical activity, i.e. soccer, softball, baseball, football, basketball, 4H, dance classes, and gymnastics. Action Type: Collaboration Action Type: Parental Engagement Action Type: Wellness	Teachers, Counselors, Nurse	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Community Leaders Teachers 	ACTION BUDGET: \$
Nashville Primary School will offer 150 minutes of physical activity per week and 60 minutes of physical education per week.	Administrative Staff, Teachers	Start: 07/01/2010	<ul style="list-style-type: none"> Administrative Staff 	

Action Type: Collaboration Action Type: Wellness		End: 06/30/2011	• Teachers	ACTION BUDGET: \$
Promote reduction of time children spend engaged in sedentary activities such as watching television and playing video games. Action Type: Wellness	Counselors	Start: 07/01/2010 End: 06/30/2011	• Teachers	ACTION BUDGET: \$
Counselors will promote healthy eating and wellness through their food unit, healthy body unit, Kids For Health unit, and body walk in cooperation with the Howard County Extension Service. Action Type: Wellness	Counselors	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: \$
Principals will encourage participation in physical activity programs and nutritional eating habits by putting nutrition tips and exercise tips on the monthly principals' newsletter. Action Type: Wellness	Principals	Start: 07/01/2010 End: 06/30/2011	• Community Leaders • Teachers	ACTION BUDGET: \$
Wellness committee will meet regularly to evaluate and update wellness priorities. BMI data received will be reviewed and incorporated into plan. Action Type: Program Evaluation Action Type: Wellness	Shirley Wright	Start: 08/26/2009 End: 05/29/2010	• Computers • District Staff • Teachers	ACTION BUDGET: \$
Teachers will be role models for healthy eating by enrolling in Biggest Losers Program to promote weight loss and healthy eating habits. Teachers also participate in physical activity classes such as Zumba. Action Type: Wellness	Joyce Johnson, Nurse	Start: 07/01/2010 End: 06/30/2008		ACTION BUDGET: \$
Students will participate in a track and field day each year as well as charitable activities such as Jump Rope For Hearts to promote physical activity and fitness. Action Type: Wellness	Amy Chambers, Physical Education Teacher, Teachers	Start: 07/01/2010 End: 06/30/2011	• Administrative Staff • Teachers	ACTION BUDGET: \$
Total Budget:				\$0

Priority 5: Improve leadership skills

Supporting Data:

1. 3rd Grade Benchmark Exam: 2010 Benchmark scores indicated that 22% of our combined population scored basic or below. Our only subpopulation that continues to be a concern is our economically disadvantaged population with 27% scoring basic or below. Our 2009 Benchmark scores showed that 29% of our combined populations scored basic or below. Our Caucasian population had only 17% scoring basic and below, our Hispanic population had only 35% scoring basic or below, but our African American population had 47% scoring basic or below (an area of concern). Our economically disadvantaged population had 37% scoring basic or below (another area of concern) and our LEP students had 50% scoring basic or below while our students with disabilities had 69 % scoring basic or below. In the Spring of 2008, 29% of our combined populations scored basic or below in literacy, however 47% of our African American students scored basic or below. Thirty-seven percent of our economically disadvantaged students scored basic or below as well as 47% of our students with disabilities. Forty-three percent of our Hispanic students scored basic or below and 66% of our LEP students.
2. 3rd Grade Benchmark: In 2010, our third grade students had a combined population of 12% scoring basic or below. Our economically disadvantaged subpopulation that continues to cause concern had 18% scoring basic and below. In 2009, our third grade students had a combined population of 17% that scored basic or below. 29% of our African American populations scored basic or below and 17% of our Hispanic population. 24% of our economically disadvantaged students scored basic or below and 33% of our LEP students, while 56% of our students with disabilities scored basic or below. In 2008, our third grade students had a combined population of 29% that scored basic or below in math. 40% of our African American population scored basic or below, and 25% of our LEP students scored basic or below. 26% of our economically disadvantaged population scored basic or below as well. The strands of geometry and measurement were our greatest

concern for the majority of the subgroups.

3. Discipline referral and attendance records support the need for intervention with the subpopulations, especially our economically disadvantaged group.

Goal Improve leadership skills at the building level therefore enabling Nashville Primary students to score at or above the state average on the literacy and math sections of the third grade benchmark exam as well as the ITBS exams.

Benchmark To meet AYP in literacy (78.4) and math (77.5) and exceed our current scores of 80 in literacy and 88 in math due to improvements in leadership and guidance of faculty and staff.

Intervention: Principals will attend professional development to enhance their leadership training.				
Scientific Based Research: "Learning By Doing: A Handbook for Professional Learning Communities At Work." Richard and Rebecca Dufour, Robert Eaker, and Thomas Many 2006				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Principals will attend the DMEC Administrators' Retreat in June each year to enhance technology training, parental involvement training, fiscal management training, as well as data disaggregation inservice. Action Type: Collaboration Action Type: Professional Development	District Administration, DMEC	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	ACTION BUDGET: \$
Principals will attend annual Arkansas Educational Administrator's Associational meetings to review best practices, legal updates, and effective strategies for improving student performance. Action Type: Professional Development	District Administration,	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Outside Consultants 	ACTION BUDGET: \$
Principals will attend Leadership Team meetings at the DMEC and Professional Learning Community inservices to enhance leadership skills. Action Type: Professional Development	District Administration, DMEC	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Central Office • Outside Consultants 	ACTION BUDGET: \$
Total Budget:				\$0

Intervention: Principals will work closely with faculty and staff to monitor data and student performance.				
Scientific Based Research: "District Leadership That Works," Robert J. Marzano and Timothy Waters "The Literacy Principal: Leading, Supporting, and Assessing Reading and Writing Initiatives.				
Actions	Person Responsible	Timeline	Resources	Source of Funds
Principals and teachers will meet at the beginning of each year to disaggregate data from the previous year's summative assessments to plan interventions and remediation for the upcoming year. Action Type: AIP/IRI Action Type: Title I Schoolwide	Administration, Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Performance Assessments • Teachers 	ACTION BUDGET: \$
Principals will hold monthly faculty meetings to provide needed inservice and do strategic planning for interventions. Action Type: AIP/IRI Action Type: Collaboration	Administration, Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> • Administrative Staff • Teachers 	ACTION BUDGET: \$

Action Type: Professional Development				
Under the supervision of the principals, teachers will hold weekly grade level planning meetings to plan instruction and strategies to meet the needs of their students. Action Type: Alignment Action Type: Collaboration	Administration, Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Third grade teachers will meet with principals after each formative assessment to analyze data and plan for instruction and remediation. Action Type: AIP/IRI Action Type: Collaboration Action Type: Title I Schoolwide	Administration, Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Performance Assessments Teachers 	ACTION BUDGET: \$
Teachers, principals, and the literacy coach track student progress through an assessment wall. The wall is updated monthly and used to determine interventions and remediation. Action Type: AIP/IRI Action Type: Collaboration Action Type: Title I Schoolwide	Administration, Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Principals will structure programs and provide professional development designed to foster student achievement. Action Type: Professional Development	Administration	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Outside Consultants 	ACTION BUDGET: \$
NPS administrators and teachers will use data from criterion referenced and norm referenced tests to evaluate the effectiveness of different programs and the best use of funding for those programs. Action Type: Collaboration Action Type: Program Evaluation	Administration, Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	ACTION BUDGET: \$
Principals and staff will encourage student achievement through student awards and incentives for superior student performance. Action Type: Collaboration	Administrators, Teachers	Start: 07/01/2010 End: 06/30/2011	<ul style="list-style-type: none"> Administrative Staff Teachers 	Title VI State - Materials & Supplies: \$1000.00 ACTION BUDGET: \$1000
Total Budget:				\$1000

Planning Team

Classification	Name	Position	Committee
Classroom Teacher	Amy Chambers	Physical Education Teacher	Wellness
Classroom Teacher	Angela Dodd	Kindergarten Teacher	Math
Classroom Teacher	Ashley Sweeden	Kindergarten Teacher	Literacy

Classroom Teacher	Candy Hood	Second Grade Teacher	Math
Classroom Teacher	Casey Goodwin	Kindergarten Teacher	Math
Classroom Teacher	Christy Young	Third Grade Teacher	Literacy
Classroom Teacher	Dena Pinkerton	First Grade Teacher	Literacy
Classroom Teacher	Fayrene Elrod	Third Grade Teacher	Math
Classroom Teacher	Ginger Blue	Kindergarten Teacher	Wellness
Classroom Teacher	Heather Bostic	Second Grade Teacher	Math
Classroom Teacher	Heather Harmon	Second Grade Teacher	Wellness
Classroom Teacher	Jason Newton	Third Grade Teacher	Wellness
Classroom Teacher	Jennifer Hill	First Grade Teacher	Math
Classroom Teacher	Jennifer Pinkerton	Kindergarten Teacher	Math
Classroom Teacher	Jodi Daniell	Third Grade Teacher	Math
Classroom Teacher	Julie Rather	Second Grade Teacher	Literacy
Classroom Teacher	Karen Allen	First Grade Teacher	Literacy
Classroom Teacher	Karen McKinnon Teeter	First Grade Teacher	Literacy
Classroom Teacher	Karlie Worley	First Grade Teacher	Math
Classroom Teacher	Krissie Talley	First Grade Teacher	Wellness
Classroom Teacher	Krista Williams	Third Grade Teacher	Wellness
Classroom Teacher	Len Fletcher	Resource Teacher	Special Education
Classroom Teacher	Linda Plant	Third Grade Teacher	Math
Classroom Teacher	Megan Worthen	Resource Teacher	Special Education
Classroom Teacher	Pam Wynn	Kindergarten Teacher	Literacy
Classroom Teacher	Sarah Horn	First Grade Teacher	Literacy
Classroom Teacher	Sarah Rachel	Kindergarten Teacher	Literacy
Classroom Teacher	Shannon White	Kindergarten Teacher	Wellness
Classroom Teacher	Sharyn Young	Speech Teacher	Special Education
Classroom Teacher	Shelley McKinnon	Third Grade Teacher/Co Chair	Literacy
Classroom Teacher	Stacia Petty	Music Teacher	Wellness
Classroom Teacher	Susan Goss	First Grade Teacher	Literacy
Classroom Teacher	Tami Westfall	Kindergarten Teacher	Math
Classroom Teacher	Tasha Fant	Second Grade Teacher	Wellness
Classroom Teacher	Tina Campbell	Second Grade Teacher	Wellness
Classroom Teacher	Tricia Elliott	Art Teacher	Wellness
Classroom Teacher	Veronica Moore	Second Grade Teacher	Special Education
Classroom Teacher	Vicki Cook	Second Grade Teacher	Literacy
Classroom Teacher	Winona White	Third Grade Teacher	Math
Non-Classroom Professional Staff	Becky Stanley	Third Grade Teacher	Literacy
Non-Classroom Professional Staff	Carol Ackley	Classroom Aide	Special Education
Non-Classroom Professional Staff	Doris Stewart	Special Education Aide	Special Education
Non-Classroom Professional Staff	Joyce Johnson	School Nurse	Wellness
Non-Classroom Professional Staff	Kim Conatser	Librarian	Literacy

Non-Classroom Professional Staff	Layla Hartness	Classroom Aide	Wellness
Non-Classroom Professional Staff	Linda Hallmark	Migrant Aide	Literacy
Non-Classroom Professional Staff	Lucia Hernandez	Para-professional	Math
Non-Classroom Professional Staff	Marguerite Robinson	Classroom Aide	Literacy
Non-Classroom Professional Staff	Marilyn Porterfield	Computer Aide	Special Education
Non-Classroom Professional Staff	Pilar Nunley	ELL Aide	Wellness
Non-Classroom Professional Staff	Sarah Turner	Counselor	Literacy
Non-Classroom Professional Staff	Susan Hicks	Special Education Teacher	Special Education
Non-Classroom Professional Staff	Tyra Hughes	Counselor	Wellness
Parent	Eley Talley	Parent	Literacy
Parent	Gail Castleberry	Parent	Math
Parent	Jodi King	Parent	Math
Principal	Shirley Wright	Principal	Literacy
Principal	Terry Young	Assistant Principal	Math